DOCUMENT RESUME

ED 095 641 EA 006 373

TITLE	Report on the Education of Elementary and Secondary Teachers in Ontario: Facilities, Organization, Administration. Committee on the Costs of Education. Interim Report No. 1.
INSTITUTION	Ontario Executive Council, Toronto.
PUB DATE	Feb 72
NOTE	131p.; Related documents are EA 006 374-376
AVAILABLE FROM	Ministry of Education, 21st Floor, Mowat Block, Queen's Park, Toronto M7A 1M1 Ontario
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Catholic Schools; Educational Economics; *Educational Facilities; *Educational Finance; Elementary School Teachers; *Enrollment Projections; Organization; Program Costs; Schools of Education; Secondary School Teachers; Student Costs; Student Enrollment; Student Teacher Ratio; Tables (Data); *Teacher Education; *Teachers Colleges; Teacher Supply and Demand
IDENTIFIERS	Canada; Ontario

ABSTRACT

In this publication, the committee reports on a study made of teacher education programs and makes a number of comments and recommendations concerning the number of new graduates from the teacher education institutions required to meet the staffing needs of the elementary and secondary schools; the number, suitability, and adequacy of the facilities for teacher education; the broad organizational arrangements for the conduct of teacher education; and some comments on the costs associated with some of the programs as they exist and as they might be. These comments and recommendations are set out in brief and concise terms. The introduction contains the background and the projections on which the authors based their thinking. Additional supporting information and data about each teacher education institution in Ontario are contained in the appendixes. (Author/MLF)

Committee on the Costs of Education

interim report number one

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

EA 006 373

INTERIM REPORT NUMBER ONE

ED 095641

Report on the Education
of Elementary and Secondary
Teachers in Ontario : Facilities,
Organization, Administration

February, 1972

MEMBERS OF THE COMMITTEE

CHAIRMAN

T. A. McEwan
President, Becton, Dickinson & Co., Canada, Ltd., Mississauga

MEMBERS

P. E. Arsenault
Partner, Desmarais, Arsenault & Co.
Sudbury

Mrs. Hazel Farr
Teacher, Norfolk County Board of Education
Simcoe

L. M. Kerr
Vice-President and Chairman of the Board, Kerr Farms Limited
Chatham

Dr. W. G. Phillips
Dean, Faculty of Arts and Science
University of Windsor
Windsor

J. C. Ronson
Organization Development Manager
The Steel Company of Canada, Limited
Hamilton

D. C. Trowell
President
Shoreacres Broadcasting Company Limited
Toronto

TO HIS HONOUR
THE LIEUTENANT-GOVERNOR
OF THE PROVINCE OF ONTARIO

MAY IT PLEASE YOUR HONOUR:

We, the members of the Committee on the Costs of Education, appointed by Orders-in-Council, dated the 23rd June, 1971, and the 30th June, 1971, to examine the costs of education for the elementary and secondary schools of Ontario in relation to the aims and objectives, programs, priorities, and the like, of the educational system and to evaluate the programs in the light of the experience with them, the requirements of the present day, and in terms of the expenditures of money for them, submit to Your Honour, herewith, a first interim report.

J. G. McLean.

Chairman

Paul Lamarsh W. G. Phillips

Hazel Farr John Ronson

Lavonna Fenn D. A. Crowell

February, 1972

ONTARIO
Executive Council Office

OC-1211/71

Copy of an Order-in-Council approved by His Honour the Lieutenant Governor, dated the 21st day of April, A.D. 1971.

The Committee of Council have had under consideration the report of the Honourable the Prime Minister, dated April 20th 1971, wherein he states that,

WHEREAS it is deemed desirable to examine the costs of education for the elementary and secondary schools of Ontario in relation to the aims and objectives, programs, priorities, and the like, of the educational system,

AND WHEREAS there is a need for evaluation of the programs in the light of the experience with them, the requirements of the present day, and in terms of the expenditures of money for them,

The Honourable the Prime Minister therefore recommends that there be established a Committee on the Costs of Education in the Elementary and Secondary Schools of Ontario for the purposes hereinafter mentioned:

- *to study the use of the financial resources being provided for elementary and secondary education in Ontario in the attainment of the educational goals;*
- *to examine the present grant plan to determine if the various differentiating factors such as course, location, level (elementary and secondary), and type (ordinary and extraordinary) generate funds in proper balance consistent with the needs for the attainment of desirable educational objectives;*
- *to examine the implications of ceilings on expenditures by local school boards, including the effect on the decision-making and autonomy of local school boards;*
- *to examine the various aspects of school programs with particular reference to innovations and new concepts as, for example, the "open plan" organization, technical and commercial programs, and use of educational technology, with a view to designing and recommending research studies to determine the effectiveness of these concepts in relation to the aims and objectives of education, these studies to be conducted by contract arrangement with research agencies;*
- *to communicate and consult with groups and organizations representative of parents, teachers, trustees, students, and other interested parties;*
- *after due study and consideration, to make recommendations and to submit a report or reports to the Government with respect to the matters inquired into under the terms set out herein as the Committee sees fit.*

That the Committee be empowered to request submissions, receive briefs

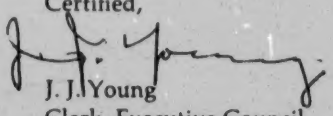
and hear persons with special knowledge in the matters heretofore mentioned.

That the Committee be empowered to require the assistance of officials of the Department of Education for such purposes as may be deemed necessary.

That members of the Committee be empowered to visit schools and classrooms, in Ontario, by arrangement with local school systems.

The Committee of Council concur in the recommendation of the Honourable the Prime Minister and advise that the same be acted on.

Certified,



J. J. Young
Clerk, Executive Council.

CONTENTS

Members of the Committee i
Letter of Transmittal ii
Terms of Reference iii
List of Tables vi
List of Graphs vii

Preface 1
Introduction 3
Recommendations 63
Recommendations: Explanation and Basis for Conclusions 69

Appendices:

1. Organization of Teacher Education Branch, Department of Education 89

2. Committee Meetings with Representatives of Teacher Education Institutions 90

3. Information about Teacher Education Institutions 92

LIST OF TABLES

Table 1: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1946-1971 (Elementary)

Table 2: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1961-1981 (Elementary)

Table 3: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1946-1971 (Secondary)

Table 4: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1961-1981 (Secondary)

Table 5: Full-time Teachers, Withdrawals and Acquisitions, 1970-1971

Table 6: Enrolment in Teacher Education Institutions, 1945-46 to 1971-72 (Elementary)

Table 7: Enrolment in Teacher Education Institutions on October 15, 1971 (Elementary)

Table 8: Enrolment in Teacher Education Institutions, 1945-46 to 1971-72 (Secondary)

Table 9: Enrolment in Teacher Education Institutions on October 15, 1971 (Secondary)

Table 10: Rated Capacities in Teacher Education Institutions, 1971-1972

Table 11: Staff and Staff:Student Ratios at Teachers' Colleges, Department of Education, 1971-72

Table 12: Payments for Practice Teaching, 1971-1972

Table 13: Teachers' Colleges – Cost Per Student (Budget) For the Fiscal Year Ending March 31, 1972

Table 14: (8 Parts) Teachers' Colleges – Statement of Ordinary Expenditures For the Fiscal Year 1969-70 (Actual), 1970-71 (Actual), 1971-72 (Budget)

LIST OF GRAPHS

Graph 1: Enrolment in Public, Roman Catholic Separate, and Secondary Schools, 1946-1981

Graph 2: Enrolment in Elementary Schools, 1946-1981

Graph 3: Enrolment in Secondary Schools, 1946-1981

Graph 4: Elementary School Teachers, 1946-1981

Graph 5: Secondary School Teachers, 1946-1981

Graph 6: Teacher:Pupil Ratio, 1946-1981

Graph 7: Elementary School Teachers—Withdrawals and Acquisitions, 1950-1980

Graph 8: Secondary School Teachers—Withdrawals and Acquisitions, 1950-1980

Graph 9: Acquisition of New Graduates—Elementary and Secondary, 1961-1981

Graph 10: Enrolment in Teacher Education Institutions, Elementary, 1946-1971

Graph 11: Enrolment in Teacher Education Institutions, Secondary, 1946-1971

PREFACE

The terms of reference of the Committee on the Costs of Education provide for a full review of the costs of education in relation to the aims, objectives, programs, and priorities of the educational system. Inherent in this statement is the need to make some assessment of the quality of education and the relationship that exists between the programs provided and the costs associated with them. We recognize that the single most important factor in the determination of quality education is the teacher. At the same time, the salaries of teachers and other directly-related expenditures for the staffing of schools constitute the largest single cost item in the budget of each school board, usually exceeding sixty per cent of the total outlay. It will not be surprising, therefore, that early in our deliberations we focused attention on the preparation of teachers.

Naturally, personal qualities, background of experience, degree of maturity, academic preparation, and professional education all make significant contributions to the development of the competent teacher. We recognize that there are difficulties in the way of any attempt to determine the relative importance of each of these elements and the interrelationships among them in the make-up of the good teacher. Yet, by the time the student is enrolled in a teacher education institution, the one factor which can still influence the quality of his subsequent performance as a teacher is his professional preparation. Consequently, we decided to look at the teacher education programs, largely as a contribution to our later assessment of the quality of education in the elementary and secondary schools and the determination of the value received for the allocation of resources involved.

In this review we had the cooperation of officials of the Teacher Education Branch of the Department of Education and the heads of the teacher education institutions in the Faculties of Education, the Colleges of Education, and the Teachers' Colleges. All the information and data requested were provided willingly and promptly. The heads gave us a full description of the programs, outlined the principles on which they are based, and indicated areas where they felt improvements were desirable and possible. They entered freely into discussions with the members of the Committee and were most generous with their time in an endeavour to be as helpful as possible. We wish them to know that their efforts and contributions are valued and appreciated. Every teacher education institution was visited during the course of our study. The list of institutions, dates of visits, and representatives met is given in the Appendix.

While we propose to make some further comments on a number of aspects of teacher education at a later date, our studies have led us to the conclusion that we should submit at this time an interim report on several matters about which we believe there is some urgency and about which we thought our views might make a contribution to the evidence on which decisions in the area of teacher education might be based. Our comments and recommenda-

tions have to do with the number of new graduates from the teacher education institutions required to meet the staffing needs of the elementary and secondary schools, the number, suitability, and adequacy of the facilities for teacher education, the broad organizational arrangements for the conduct of teacher education, and some comments on the costs associated with some of the programs as they exist and as they might be. It will be recognized that these factors have implications for the quality of education in the elementary and secondary schools and that they have a bearing on the costs associated with the programs offered in these schools. In addition, there are important considerations for the quality of teacher education itself and the cost of providing programs of professional preparation in the various subject areas and levels.

In the organization of this interim report we have set out in the Introduction the general background and projections on which our thinking is based. We have decided that our comments and recommendations ought to be specific, rather than general, if they are to be of maximum use in the immediate future. We have, therefore, set out our Recommendations in brief and concise terms. The justification for each conclusion is found in the next section of the report. Additional supporting information and data about each institution are contained in the Appendices.

INTRODUCTION

Any consideration of the present situation in teacher education requires a review of the historical background, the circumstances that have existed, and the demands that have had to be met, particularly during the last twenty-five years. Fortunately there are a number of studies which made it unnecessary to include in this interim report the more remote historical events. In particular, reference should be made to Fleming's study, *Ontario's Educative Society*, which contains in Volume V, entitled *Supporting Institutions and Services*[1], a comprehensive statement on teacher education in Ontario. In addition, the *Report of the Minister's Committee on the Training of Secondary School Teachers 1962*[2] and the *Report of the Minister's Committee on the Training of Elementary School Teachers 1966*[3] have particular significance for the areas with which this report deals.

Over the period of the last twenty-five years, the rapid economic expansion of the Province, the greatly-increased total population, through natural increase and through immigration, the movement of population from rural to urban centres, the demand for extended and specialized educational services, coupled with a phenomenal increase in school enrolments, are among the factors which have combined to create a demand for teachers unprecedented in the history of the Province.

When the fact is taken into account that prospective teachers had to be recruited from among the graduates of our secondary schools and universities in competition with the demands from almost every segment of the economy and society for well-educated personnel, the magnitude of the task of staffing the schools is realized. When the number of graduates is limited by the size of the group born in the low birth-rate period of the 1930's, the problem approaches the level of the unsolvable. This is the situation as it prevailed for the latter half of the 1940's, all of the 1950's, and most of the 1960's.

In an endeavour to overcome the difficulties, emergency measures were taken to staff the schools. When no qualified teachers were available, Letters of Permission were issued to school boards to engage persons who did not meet the certification requirements. Summer courses were introduced to provide a modicum of professional background for persons holding the basic academic standing, requirements for certification were altered to increase the number of persons eligible to train as teachers, and internship programs were offered. These measures enabled the schools to be staffed but few would contend that they produced an initial, adequate level of professional competence for those who began their teaching by these routes.

---

[1] Fleming, W. G., *Ontario's Educative Society/V: Supporting Institutions and Services*, University of Toronto Press, Toronto, 1971, pp. 1-139.

[2] Patten, F. G., (Chm.), *Report of the Minister's Committee on the Training of Secondary School Teachers 1962*, Ontario Department of Education, Toronto, 1962.

[3] MacLeod, C. R., (Chm.), *Report of the Minister's Committee on the Training of Elementary School Teachers 1966*, Ontario Department of Education, Toronto, 1966.

In addition, in later years, the rapidly changing school programs designed to meet the needs, interests, and abilities of the individual student coupled with the introduction of new and innovative programs have placed on teachers, who joined the school systems through emergency teacher education programs, a burden of considerable magnitude. School systems have had to develop in-service programs to assist these teachers and other professional staff to enable them to meet the problems confronting them.

It is generally agreed that the most important element in the achievement of quality education is the teacher. Personal characteristics and individual qualities intermingle in varying degrees and undefined ways to produce "the ideal teacher". Other factors represented by the teacher education program, the staff of the teacher education institutions, the facilities, equipment, and technology provided for them, and the organizational and administrative structure for the conduct of the professional preparation, all influence the extent to which the professional potential of the individual can be realized.

The *Report of the Minister's Committee on the Training of Elementary School Teachers 1966* examined many of these areas and recommendations for the development of a modern teacher education program. We have noted that the Department of Education has accepted the findings of the Report in principle and that several specific policy decisions have been taken towards implementation of the recommendations. For example, a major recommendation with special significance for our Committee reads as follows:

"After long and careful consideration of all the evidence the Committee unanimously recommends that

1. the program for teacher education should be provided in the university;
2. the program should be of four years' duration leading to a baccalaureate degree and professional certification;
3. elementary and secondary school teacher education be offered within the same university faculty or college where feasible."[1]

The Department of Education has by agreement with each university already transferred responsibility for teacher education formerly conducted in the Lakehead Teachers' College, the University of Ottawa Teachers' College, the Windsor Teachers' College, the Lakeshore Teachers' College, and the St. Catharines Teachers' College to a Faculty of Education at each of Lakehead University, the University of Ottawa, the University of Windsor, York University, and to a College of Education at Brock University respectively.

Over the last decade the Department of Education has gradually increased the academic requirement for admission to teacher education from a minimum of Grade 12. In 1967-68, seven credits at the Grade 13 level were required but only 50 per cent standing was necessary. In 1969-70, the standing was increased to 60 per cent. In 1971-72, one year's university work was added and in September, 1973, the Bachelor's degree will be the basic minimum academic achievement for admission. The second part of the recommendation of the Minister's Committee will then have been achieved.

---

[1] MacLeod, C. R., (Chm.), op. cit., p. 16.

Provision for the offering of elementary and secondary teacher education in the same university or college where feasible has been achieved in the Faculty of Education, Lakehead University, and the Faculty of Education, University of Ottawa.

We have developed our recommendations, in so far as they relate to these areas, within the framework of the recommendation of the Minister's Committee quoted above and the policy decisions emanating from it.

Basic to an understanding of several of the recommendations we are making is an analysis of the experience over a period of time and a projection of that experience in the light of the assumptions we had to make and the best criteria we could establish. For example, it was necessary to consider enrolments in the elementary and secondary schools, teacher-pupil ratios, number of teachers, withdrawals from the teaching force, acquisitions to the staffs and the proportion of the latter group who come as new entrants to the profession from the teacher education institutions. It is to these areas that we now turn.

Enrolment:

One of the basic considerations in planning for educational programs in terms of both quality and quantity is the magnitude of the task as reflected in past enrolments and projections of them. We have made an analysis of the trends which have emerged over the last twenty-five years and have made projections for the present decade. The projections have been based on work done by the Department of Educational Planning at The Ontario Institute for Studies in Education.[1] [2] Some adjustments to meet the requirements of our study and some revisions to take into account more recent data have been made to the published studies of the Institute and these have been incorporated into our projections. The actual and projected figures from 1946 to 1981 for all types of schools are shown in Graph 1.

Elementary – Actual – 1946-1971

The actual enrolment data for the elementary schools for the period 1946 to 1971 are given in Table 1. It shows that the enrolment doubled during the period from 1946 to 1958 (539,012 to 1,027,598) and that in the period from 1946 to 1970 (539,012 to 1,465,488) it tripled. The decade of the 1950's was the period of greatest acceleration with as many as 59,221 additional students being enrolled in the one year, 1957-58. The rapid deceleration in enrolment really began with the school year 1968-69 when the increase in enrolment from the previous year was 25,538 compared with 40,181 in 1967-68. The increase was only 9,371 in 1970-71. In September, 1971, the first decrease in

[1] Watson, C., Quazi, S., and Kleist, A., *Ontario Elementary School Enrollment Projections to 1981/82, Part 2*, The Ontario Institute for Studies in Education/Enrollment Projections 6, Toronto, 1971.

[2] Watson, C., Quazi, S., and Kleist, A., *Ontario Secondary School Enrollment Projections to 1981/82*, The Ontario Institute for Studies in Education/Enrollment Projections 5, Toronto, 1969.

twenty-five years took place when 8,648 fewer students were enrolled than in 1970.

Elementary – Projected – 1972-1981
The projection of the enrolment at the elementary school level as set out in Table 2 shows a continuing decline each year until 1980 when the figure reaches a low of 1,284,969. The decrease between 1971 and 1980 is projected at 171,871 over 1,456,840 or 11.8 per cent, a very substantial drop and one having important implications for the whole educational enterprise. Graph 2 illustrates the trend for the decade.

Secondary – Actual – 1946-1971
At the secondary school level the actual enrolment for the period 1946 to 1971 is given in Table 3. As might be expected, the increase in numbers was minimal and relatively static during the 1940's. The effect of greatly increased elementary school enrolment in the late 1940's and early 1950's was felt with considerable impact beginning in 1960. Except for a smaller increase in 1965 and 1966, the number of new students each year was near or above 30,000. The slower rate of increase shows up in the figures for 1971 at 17,607.

It took the period from 1946 to 1960 for the enrolment to double (123,846 to 262,775) but it had tripled by 1963 (123,846 to 364,210), more than quadrupled by 1968 (123,846 to 500,807) and will reach five times the 1946 enrolment by 1974 (123,846 to 624,332).

Secondary – Projected – 1972-1981
The projection of enrolment at the secondary school level shows a consistent increase of 16,000 to 17,000 students for the next three years when a rapid decline in the rate of increase begins. The result is that the peak in enrolment will be reached in 1977 and that thereafter an actual decrease in total enrolment will occur throughout the period from 1978 to 1981, when the enrolment will have returned to the level of 1973. Consequently, while some increase can be anticipated in the years immediately ahead, it will be much less than in the 1960's and at a diminishing rate until the actual decrease occurs in 1978 as shown in Graph 3.

Number of teachers:
The enrolment statistics have major significance for the number of teachers necessary to staff the schools.

Elementary – Actual – 1946-1971
Again, using the actual statistics for the Province as a whole, the number of elementary school teachers increased from 17,970 in 1946 to 59,307 in 1970. While the enrolment during this period increased by 2.7 times, the number of teachers increased by 3.3 times. Stated in another way, the increase in the number of teachers was 1.2 times the increase in the number of students.

Elementary – Projected – 1972-1981
In 1971, the number of teachers decreased by 978 to 58,329. With an enrol-

ment of 1,456,840, the resulting teacher:pupil ratio is 1:24.976. Basing the calculation on the assumption that the teacher:pupil ratio for the Province as a whole will not be less than 1:24.976 during the next decade, the maximum number of teachers required each year will be as set out in Table 2. On this basis, it will be seen that there will be 6,598 fewer teachers required in 1981 than in 1971. (Graph 4)

Secondary – Actual – 1946-1971

At the secondary level the number of teachers increased from 4,751 in 1946 to 34,469 in 1971. During this same period the enrolment increased 4.6 times, while the number of teachers increased 7.2 times. The increase in the number of secondary school teachers was, therefore, 1.6 times the increase in the number of students.

Secondary – Projected – 1972-1981

In 1971, the number of teachers was 34,469. With an enrolment of 574,520, the resulting teacher:student ratio is 1:16.668. Basing the calculation on the assumption that the teacher:student ratio for the Province as a whole will not be less than 1:16.668 during the next decade, the maximum number of teachers required will be as set out in Table 4. On this basis, it will be seen that there will be 1906 additional teachers required in 1981 over the number in 1971 with the peak number of 38,759 being needed in 1977. (Graph 5)

Teacher:Pupil Ratio

Many misunderstandings arise from the use of the term "teacher:pupil ratio". It should be understood that it is a calculation based on the total enrolment divided by the total number of teachers. While it is not difficult to determine the enrolment, the definition of "a teacher" does not always refer to the same group of professional personnel. Consequently, it is sometimes misleading to compare figures from different jurisdictions since the number of teachers is often determined by different criteria. For example, in one case the only persons counted as teachers may be those in charge of a class of pupils. Or it may include all the professional staff in a school including the principal, vice-principal, department heads, remedial teachers, itinerant teachers, etc. It may even include consultants who work throughout a school system. Because there are low limits to the number of pupils who may be assigned to one teacher, for example, in several areas of special education such as classes for the emotionally disturbed and the retarded, it is inevitable that other classes will have to have larger numbers to permit the average designated by the teacher:pupil ratio. It should never be assumed that the teacher:pupil ratio gives the maximum number of students enrolled in any one classroom. The fact that this is not so is amply demonstrated by the number of teachers who complain about the size of the enrolments in their classes considerably above the ratio figure.

For purposes of our study on a provincial basis, we have used the enrolment figures and the number of teachers for the Province as a whole as shown in the annual *Report of the Minister of Education.*[1] Our projections are based on the same criteria.

Elementary – Actual – 1946-1971

In 1946, the teacher:pupil ratio in the elementary schools of the Province as a whole was 1:29.995. From that year on there was an increase in the ratio each year, except 1950, until it reached 1:32.383 in 1954. This increase can probably be attributed in large part to the lag between the decision that additional facilities were required and the date when they were occupied. The enrolments were going up so fast that new accommodation was required at a rate never before experienced. Once the building program got under way, however, it provided additional accommodation that not only took care of the increased enrolment but even permitted a slight drop in the teacher:pupil ratio in several of the years from 1955 (1:31.121) to 1964 (29.905) when it reached a point slightly below the level of 1946. During the period from 1964 to 1970, the ratio dropped from 1:29.905 to 1:24.710 or 1:5.195, a phenomenal rate of decrease in six years when compared with the experience of the previous eighteen years. Then, in 1971, the trend reversed itself with a slight increase from 1:24.710 to 1:24.976.

If the teacher:pupil ratio of 1:29.995 had been maintained throughout the period from 1946 to 1970, the number of teachers required for the enrolment in 1970 would have been 48,857. Instead, the number of teachers increased to 59,307, a difference of 10,450 or 21.4 per cent.

Elementary – Projected – 1972-1981

For purposes of calculating the number of elementary school teachers for the balance of the decade, it has been assumed that the teacher:pupil ratio will not be less than the figure of 24.976 prevailing in 1971. On this basis the number of teachers will decrease from 58,329 to a low of 51,448 in 1980 or 6,881 fewer than presently employed. See Table 2 and Graph 6.

Secondary – Actual – 1946-1971

At the secondary level the teacher-pupil ratio in 1946 was 1:26.067. In the balance of the 1940's the ratio dropped to 1:23.951 and then remained relatively static with minor variations until 1951 when it was 1:23.282. It then began a rapid decline until it reached 1:16.408 in 1969. The drop was, therefore, 1:6.874 in a period of eight years. This drop occurred at the time of the most rapid increases in the enrolment which accentuated the demand for additional teachers.

The Federal-Provincial arrangements for the provision of accommodation for the expansion of vocational and technical education at the beginning of the 1960's was an important factor in the decrease in the teacher:pupil ratio throughout the ensuing decade. Facilities were still being built at the end of

[1] *Report of the Minister of Education,* Ontario Department of Education, Toronto.

the 1960's but the necessary accommodation has been provided in most jurisdictions so that the impact of this program should now be over.

There was a slight increase in the teacher:pupil ratio from 1:16.408 in 1969 to 1:16.529 in 1970. A similar increase occurred in 1971 over 1970.

Secondary – Projected – 1972-1981

For the purposes of calculating the number of secondary school teachers for the balance of the decade, it has been assumed that the teacher:pupil ratio will not be less than the figure of 16.668 prevailing in 1971. On this basis, the number of teachers will continue to increase until 1977 when 38,759 will be required or 4,290 more than the present complement. Thereafter, the number will decline until 1981 when 36,375 will be necessary or 1,906 more than in 1971. See Table 4 and Graph 6.

Teacher Withdrawals and Acquisitions

There are a number of factors which must be taken into account when an estimate is being made of the number of teachers who will be required to staff the schools each year. In addition to the significant factors of enrolment and teacher:pupil ratio already considered, the number of teachers who leave the profession for a variety of reasons and the number who enter it must be taken into account.

The total number of teachers each year is calculated by taking the number of teachers employed on September 30, subtracting the withdrawals and adding the acquisitions during the year to determine the new total of full-time teachers on the following September 30. Teachers withdraw from their positions for several reasons among which are the following:

To transfer to teach in elementary, secondary, private schools or teachers' colleges in Ontario;
To teach outside Ontario;
To teach part-time in publicly-supported schools;
To teach in colleges of applied arts and technology;
To enrol in teachers' colleges, universities and other educational institutions;
To teach in another province or country in a formal exchange program;
To work in supervisory or administrative positions in education;
To work in a field outside education;
To resume household duties;
On account of marriage;
On account of retirement;
On account of illness;
On account of death;
Other reasons.

To replace those who withdraw and to provide for any increase in the total number of teachers, the Province relies mainly on acquisitions from the following sources:

New graduates from training institutions;

Qualified teachers re-entering the profession;

Other sources such as the following now provide relatively small numbers:

Private schools;

Secondary school teachers certified for teaching elementary school grades;

Teachers holding a Letter of Standing;

Boards securing a Letter of Permission for an unqualified person;

Teachers from other jurisdictions on a formal exchange program;

Other sources.

The experience for the school year 1970-71 is shown in Table 5.

The number of withdrawals for the period 1971 to 1980 is based on a projection of the experience over the last six years. While other considerations and new factors might influence these figures, they represent the best basis for projection available at this time. Having already determined the total number in the teaching force for each year, the withdrawals during the year are subtracted, and then the number of acquisitions necessary to give the required force for the next year calculated.

There are some new factors, the effects of which cannot be determined in so far as the impact on teacher withdrawals and acquisitions is concerned. For example, in previous years when jobs were plentiful and the number of qualified teachers limited in terms of demand, many young married women resigned from their positions to undertake household duties knowing that when they wished to return they could secure positions without difficulty. That set of circumstances no longer prevails, particularly for those who hold less than the Bachelor's degree as the academic qualification. If these teachers leave their positions now, their opportunities for re-employment after a period of years will be limited because of the supply of new graduates, all of whom will be required to have the Bachelor's degree beginning in 1973. There may, therefore, be a greater tendency for more of these teachers to retain their positions if at all possible. If this happens there will be fewer withdrawals.

Formerly, young women teachers who became pregnant often resigned their positions to stay at home to raise their families. More recently they have become entitled to maternity leave with the right to return to their positions. A new dimension now exists in that when a teacher takes leave because of pregnancy she is entitled under Section 30 of *The Unemployment Insurance Act, 1971*, to benefits as set out in subsection (2) as follows:

"30 . . .

(2) Benefits under this section are payable for each week of unemployment in

(a) the fifteen week period that begins eight weeks before the week in which her confinement is expected, or

(b) the period that begins eight weeks before the week in which her confinement is expected and ends six weeks after the week in which her confinement occurs, whichever is the shorter, if such a week falls in her initial benefit period established pursuant to section 20 exclusive of any re-established period under section 32."

This legislation may mean that more married women will take leave but not resign so that the number of withdrawals will again be reduced.

On the other hand, by the terms of *The Teachers' Superannuation Amendment Act, 1971*, the requirements for pension have been reduced for many teachers. Under this section any teacher, who by the combination of age and years of contribution to The Teachers' Superannuation Fund totalling 90, is entitled to an allowance under the Act. This provision will undoubtedly increase the number of teachers who will retire earlier than they could have under the former legislation. It will, therefore, increase the number of withdrawals.

It is impossible to determine in advance the results of the operation of these factors. It may be that in total the net number of withdrawals will not be changed to any considerable extent. In any event, the best basis of projections in these areas is the experience over a considerable period of time and that has been used to make the forecasts.

Elementary – Actual – 1946-1970

On the basis of an analysis of the experience as shown in the statistics contained in the *Reports of the Minister of Education* for the past twenty-five years, it will be seen from Table 1 that the number of withdrawals in 1946 was 1,587 from a total teaching force of 17,970 or 8.8 per cent. In 1970, the comparable figures are 7,813 and 59,307 for a percentage of 13.2. The increase in withdrawals can be explained in part by the rapid expansion in the number of positions, the resulting recruitment of many new persons, some of whom decided to pursue other careers, the temporary nature of the qualifications of a proportion of the staff, etc.

On the acquisitions side it has been necessary to replace those who withdraw and provide for increased enrolment and reduced teacher:pupil ratio. During the whole period from 1946 to 1969, the number of acquisitions has exceeded the withdrawals each year. But in 1970, there were fewer acquisitions than withdrawals as shown in Table 1.

Elementary – Projected – 1971-1980

The projections show that there will be an excess of withdrawals over acquisitions each year until 1980 as shown in Table 2 and Graph 7.

Secondary – Actual – 1946-1970

On the secondary side, there were 324 withdrawals in 1946 from a total teaching force of 4,751 or 6.8 per cent. In 1970, the comparable figures are 3,438 and 33,693 for a percentage of 10.2.

On the acquisitions side, the numbers have risen to a high in 1967 of 6,140 and since then have decreased to 4,214 in 1971.

Secondary – Projected – 1971-1980

It is anticipated that there will continue to be an excess of acquisitions over withdrawals each year until 1977 when the two will be just about in balance. Thereafter, the withdrawals will exceed the acquisitions during the balance of the forecast period. See Table 4 and Graph 8.

Acquisitions of New Graduates

The graduates of the teacher education institutions have been the major source of teacher acquisitions to replace those who leave their positions and to fill the additional positions created by growth. The numbers of new graduates required are of interest for the immediate purposes of this study, but also because of their implications for the quality of education in the elementary and secondary schools in the future.

When all the factors of enrolment, teacher:pupil ratio, number of teachers, and withdrawals and acquisitions have been considered, it is possible to calculate the number of new graduates required to staff the schools. These figures are shown in the right hand column of Table 2 and Table 4. Along with the other statistics in these Tables, the projections are based on available studies and take into account the known factors which might have a bearing on the calculations. They will be subject to adjustment on the basis of new evidence but it is considered that they provide a sound basis on which forward planning can be conducted.

Elementary – Actual – 1958-1971

While the figures are not available for the period prior to 1958, Table 1 shows the number of new graduates securing positions in the schools each year from 1958 to 1971. Since 1963, the percentage of the teacher acquisitions who are new graduates has been around 55 per cent with a low of 50 per cent in 1967 and a high of 59 per cent in 1969. For the school year 1971-72, there were 3,616 new teachers who secured positions. This figure is the lowest since 1958. The phenomenal drop in the number of new graduates employed from 5,388 in 1970-71 to 3,616 in 1971-72 is a greater change in one year than occurred in any other year in the past decade.

Elementary – Projected – 1972-1981

The projections of the number of new graduates required for the ensuing decade are shown in the right hand column of Table 2. They take into account the other factors shown in the same Table. It should be noted that the projected requirement for each year of the decade is in excess of the number who secured positions in 1971. This is explained on the basis that the drop from 5,388 in 1970 to 3,616 in 1971 is an exceptional decline in one year and an aberration of a magnitude that is unlikely to be repeated. Consequently, it is anticipated that, while projected figures are higher than the number for 1971-72, they will be within a range of 4,386 in 1972-73 to 4,248 in 1981-82. These are probably maximum figures with the likelihood that fewer numbers will be required.

The projected figures for new graduates in relation to total acquisitions are within a range of 56 per cent to 58 per cent closely approximating the relationship existing since 1963.

Secondary – Actual – 1958-1971

The number of new graduates absorbed into the teaching force has varied from 779 in 1958 to 2,388 in 1971, with a maximum of 3,833 in 1968. While

the relationship of new graduates entering the teaching force to the total number of acquisitions has not shown as high a degree of consistency as at the elementary level, the average figure is about 55 per cent. For the school year 1971-72, there were 2,388 new teachers who secured positions. This is the lowest figure since 1964.

Secondary – Projected – 1972-1981

The projections take into account the experience and factors for which data are given in Table 4. While the number of new graduates entering the teaching force in 1971 was 2,388, this happened in spite of an increase in enrolment of 17,607. Because the enrolment will continue to increase until 1977, it is considered that the number of teachers required will be in line with the projections for the decade.

The projected figures for new graduates in relation to the total acquisitions are within a range of 55 per cent to 60 per cent, closely approximating the range experienced during the period 1963 to 1971.

Enrolment in Teacher Education Institutions

Elementary – Actual – 1945-46 to 1971-72

Table 6 and Graph 10 give the enrolment in the teacher education institutions on October 15 of each year from 1945-46 to the current session, 1971-72. Some of the fluctuations over the years can be attributed to changing academic requirements and the length of the period of professional education. More recently, the impact of the requirement of one year's university work can be seen in the decrease from 7,571 in 1970-71 to 4,250 in 1971-72.

Of the enrolment of 7,571 in 1970-71, some allowance must be made for those who withdrew during the year, for others who may have been unsuccessful, etc. If a figure of 10 per cent is used, the net number of new graduates would have been 6,814.

Elementary – Projected – 1972-73 to 1981-82

If a wastage factor of 10 per cent is applied to the number of 4,196 in the graduating class this year, the number of new graduates would be 3,777 in 1972. Because of a considerable over-supply during the last few years, the number of qualified teachers available in 1972 to meet the projected maximum need of 4,386 in 1972-73 is more than adequate.

The enrolment in each teacher education institution for the academic session, 1971-72, is shown in Table 7.

Secondary – Actual – 1945-46 to 1971-72

Table 8 and Graph 11 give the enrolment in the teacher education institutions at the secondary school level for the period 1945-46 to 1971-72. In 1970-71 there were 2,790 enrolled which, if a wastage factor of 10 per cent is used, leaves a graduating class of 2,511. The number of new acquisitions for 1971-72 is 2,388, or a difference of 123. At the secondary level, this result still leaves some subject areas with too few teachers and some other areas with an over-supply.

Secondary – Projected – 1972-73 to 1981-82

The all-time peak in enrolment has been achieved in the current academic session, 1971-72, at 3,197, with 3,133 in the graduating year. If a wastage factor of 10 per cent is applied to the latter figure, the graduating class could be 2,820. This number will be available to meet the projected maximum requirement of 2,756 in 1972-73.

The enrolment in each teacher education institution for the academic session, 1971-72, is shown in Table 9.

Facilities for Teacher Education

Elementary:

During the period from 1909 to 1959, the Department of Education conducted programs for the professional preparation of elementary school teachers in seven institutions at Toronto, Ottawa, London, Hamilton, Stratford, Peterborough, and North Bay. In 1927, the University of Ottawa Normal School was established.

During the period since 1909, a new building to replace the original structure was erected in Toronto and began operation in 1955. Replacements for the Hamilton Teachers' College and the London Teachers' College were opened in 1956 and 1957 respectively. New additional Teachers' Colleges were established in New Toronto in 1959, in the Lakehead in 1960, in Windsor in 1962, in Sudbury in 1963 with a new building being opened in 1969, and in St. Catharines in 1965 with a new building being opened in 1970. At the present time, a new facility to replace the existing Teachers' College is under construction in North Bay on a new site to be shared with other educational organizations. It is scheduled to open in September, 1972. Plans for a new structure at the University of Ottawa are well advanced. It will be seen, therefore, that the facilities in ten institutions will have been opened since 1955.

Only the buildings in Ottawa (1875), Stratford (1908) and Peterborough (1908) have been in use for more than sixteen years. Fleming has this commentary on the facilities for the education of elementary school teachers:

> "In the programme of new construction, the Hamilton Teachers' College got a modern new building in association with the campus of McMaster University, and London Teachers' College with that of the University of Western Ontario. Much less fortunate were the colleges at Ottawa, Peterborough, Stratford, and North Bay, all left with antique structures, ennobled by tradition and completely inadequate for a modern program of teacher preparation, to say nothing of student enrolments that, particularly in 1968-9, were much larger than they had ever been intended to accommodate. Consisting of little but classrooms, an auditorium, and a couple of offices for the principal and a minimum of supporting clerical staff, these buildings constitute a tangible appeal for a speedy solution of the problem of integrating teacher preparation into the universities. The building of the University of Ottawa Teachers' College was comparable in 1968-69, but the pressure of student enrolment was not as great."[1]

[1] Fleming, W. G., op. cit., Volume V, p. 19.

Table 6 shows the location and number of institutions educating elementary teachers at the present time, the date of establishment of each institution, the year in which new facilities were provided, and the enrolment for the years 1945-46 to 1971-72.

Secondary:

Until the middle of the 1960's, all secondary school teachers received their professional preparation at the Ontario College of Education, University of Toronto, under an agreement between the Department of Education and the University of Toronto. In the 1960's, additional agreements were concluded with other universities with the result that Althouse College of Education was established in The University of Western Ontario in 1965 and McArthur College of Education in Queen's University in 1968. In each of the latter institutions, new buildings with the most modern accommodation and equipment were provided.

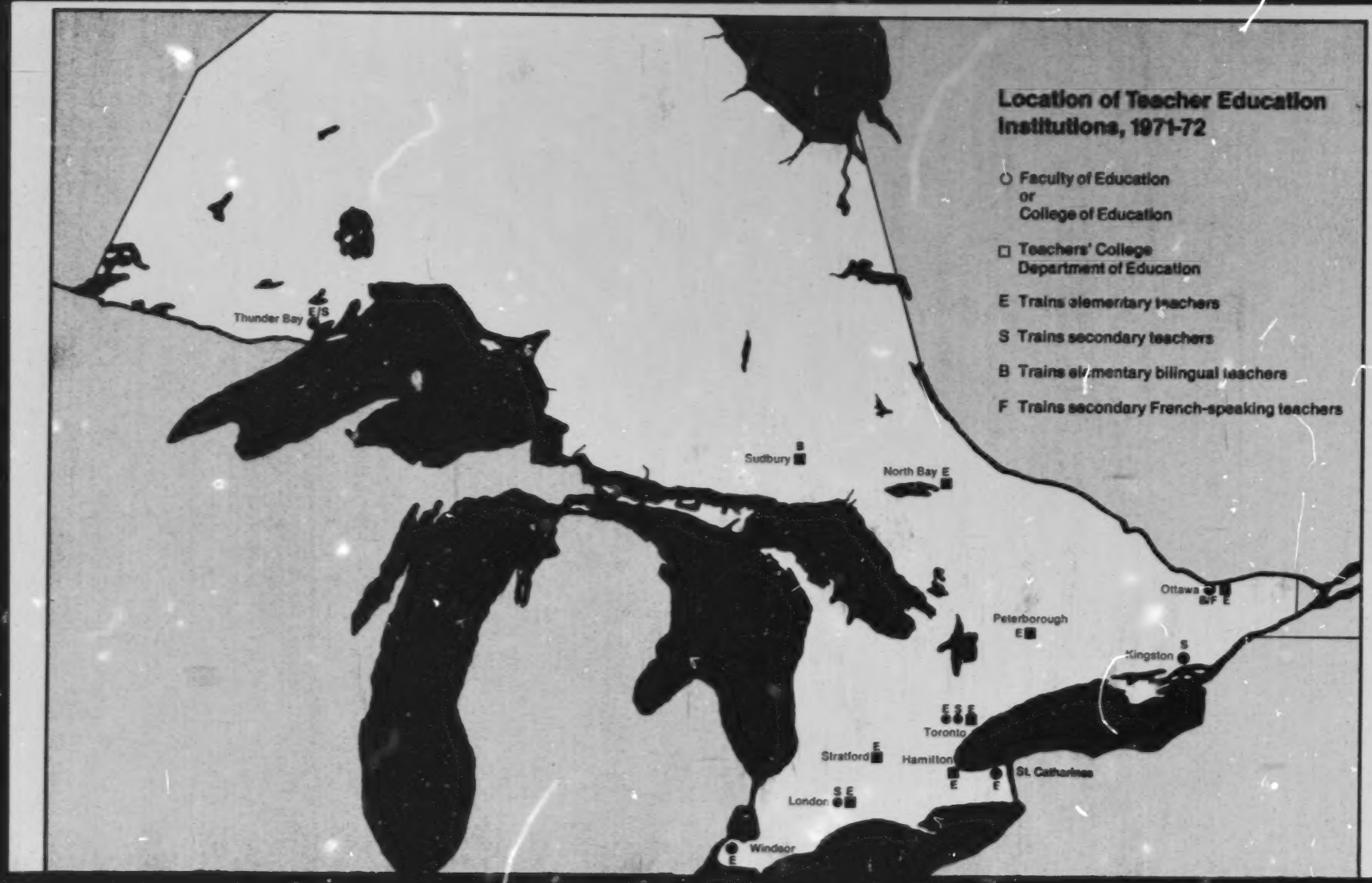
In 1969, an agreement was concluded with Lakehead University whereby a Faculty of Education was created and to which responsibility for teacher education at the elementary level was transferred. In addition, provision was made for the introduction of a program for secondary school teachers in the same Faculty. The former Teachers' College has been altered and expanded so that it provides a good facility for the programs for both levels.

Also in 1969, an agreement was signed with the University of Ottawa whereby it accepted responsibility for the education of teachers for bilingual classes in the elementary schools and the development of a program for French-speaking secondary school teachers. These programs are now being conducted in the building formerly designated as the University of Ottawa Teachers' College and in other accommodation leased for the purpose. Plans are well advanced for a new building for the Faculty of Education.

In 1971, York University entered into an agreement to provide programs for the professional preparation of elementary and secondary school teachers and of teachers for the areas of special education to be conducted by a Faculty of Education.

Table 8 shows the location and number of institutions preparing secondary school teachers at the present time, the year in which new facilities were provided, and the enrolment since 1945-46.

The accompanying map of Ontario shows the location of all teacher education institutions in Ontario, with designations to indicate the Teachers' Colleges under the Department of Education and the Faculties of Education and Colleges of Education under the universities. The levels for which teachers are prepared and the places where French-speaking teachers receive their professional education are also shown. The list of "Teacher Education Institutions 1971-72" gives the same information in an organizational pattern with the proper designations shown.


Location of Teacher Education Institutions, 1971-72
Faculty of Education or College of Education
Teachers' College Department of Education
E Trains elementary teachers
S Trains secondary teachers
B Trains elementary bilingual teachers
F Trains secondary French-speaking teachers
Thunder Bay E/S
Sudbury B
North Bay E
Ottawa B F E
Peterborough E
Kingston S
Toronto E S E
Stratford E
Hamilton E
St. Catharines E
London S E
Windsor E

TEACHER EDUCATION INSTITUTIONS 1971-72

Teachers' Colleges (Elementary)	Faculties of Education and Colleges of Education (Elementary)	Faculties of Education and Colleges of Education (Secondary)
Hamilton		
	College of Education Brock University	
Stratford		
London		
		Althouse College of Education The University of Western Ontario
	Faculty of Education University of Ottawa (Bilingual)	Faculty of Education University of Ottawa (French)
Toronto		
		College of Education University of Toronto
	Faculty of Education York University (Also Special Education)	Faculty of Education York University (Also Special Education)
Ottawa		
Peterborough		
		McArthur College Faculty of Education Queen's University
	Faculty of Education University of Windsor	
	Faculty of Education Lakehead University	Faculty of Education Lakehead University
Sudbury (Bilingual)		
North Bay		

Rated Capacities and Enrolments in Teacher Education Institutions 1971-72

Table 10 shows the accommodation that exists or is projected for teacher education. While the rated capacity at each institution is considered reasonable for the number of students shown, it was pointed out to us at several institutions that numbers greatly in excess of those listed in the Table had been accommodated in the past. At the same time, we are aware that a study

of the accommodation needs per student in professional education courses is under way.

During our visits to the teacher education institutions we made tours of the buildings and noted (See Appendices) the facilities and equipment provided in each institution including standard classrooms, special classrooms for particular subject areas, seminar rooms, lecture theatres, audio-visual and television aids, gymnasia, auditoria, student and staff lounges, cafeteria, staff offices, administration areas, and provisions for heating, ventilation, janitorial services, etc.

Elementary:

The Committee was impressed by the provisions made in the eight new buildings provided during the last fifteen years for the conduct of programs for the education of elementary school teachers. The adequacy of these structures only served to sharpen the contrast between them and the remaining five buildings. The Committee has noted that new facilities are under construction in North Bay and that plans are in the final stages for a new building at the University of Ottawa. In so far as the accommodation can make possible and facilitate the conduct of a good teacher education program, and we recognize the limits of the contribution it can make, we are of the opinion that the new buildings serve these purposes well.

The three remaining institutions, Stratford Teachers' College, Peterborough Teachers' College, and Ottawa Teachers' College, had to be continued in use during the years of high enrolment. They made a significant and important contribution to the supply of teachers during the years of greatest demand. A comparison with the new buildings and equipment, however, emphasizes the limitations placed on staff and students in the old buildings because of the inadequacies of the facilities available to them.

Table 10 shows that there are 6,120 places plus 785 places for the education of French-speaking teachers for bilingual classes for a total of 6,905. This includes 350 places in the Faculty of Education, Queen's University. The total number of places in the London Teachers' College, the Toronto Teachers' College, the North Bay Teachers' College, and the Sudbury Teachers' College is 2,635. The total number in the grouping including the Stratford Teachers' College, the Peterborough Teachers' College, the Ottawa Teachers' College, and the Hamilton Teachers' College is 1,820. The other 2,450 places are provided in the universities.

The enrolments in 1971-72 in these groupings are 1,989, 1,068, and 1,139 respectively for a total of 4,196. If all the rated capacity had been available in 1971-72, there would have been an excess of 3,709 places, the difference between 6,905 places and an enrolment of 4,196. If the need for new graduates is placed at a maximum of 4,300 for each year of the 1970's, and if a wastage factor of 10 per cent is applied, the total enrolment would be 4,730. The excess of places over need would, therefore, be 2,175.

Note
The figure 3,709 in the third line of the last paragraph should read 2,709.

Secondary:

Table 10 shows that there are 3,000 places for students in professional education programs leading to certification as secondary school teachers. There are another 200 places for the education of French-speaking students for a total of 3,200. These calculations are based on an enrolment of 600 in the Faculty of Education, Queen's University, on the assumption that provision will be made for 350 students proceeding to elementary school teacher certification beginning in 1972-73.

The total enrolment in the graduating year is 3,133, so that facilities are being utilized almost to capacity. There is, however, some room for flexibility, particularly if provision is made for the education of both elementary and secondary teachers in the same Faculty of Education. When concurrent programs develop, an added degree of flexibility may be realized because of the spread of a considerable part of the professional program over at least the final two years and to a lesser extent over the other two years of the total four-year program. While secondary school teachers will be trained at York University, the number of places has not been allocated since planning is proceeding at the present time. Whatever number of students is provided for will be in addition to those listed in Table 10.

Integration of Teachers' Colleges with Universities

The Minister's Committee on the Training of Elementary School Teachers 1966 recommended that teacher education ought to be conducted in the universities. The Department of Education accepted this recommendation and undertook discussions with several universities with the objective of making the transfer of the Teachers' Colleges to them. Detailed study of the matter was conducted by sub-committees of the Committee of Presidents of Ontario Universities and ultimately a framework, forming a basis for transfer, was developed for the consideration of each university concerned. The Guidelines, as they were called, dealt with matters of staff transfer, buildings and equipment, program, certification, advisory committees, etc.

In 1969, agreements were concluded for the transfer of the Lakehead Teachers' College to a Faculty of Education in Lakehead University and for the transfer of the University of Ottawa Teachers' College to the Teacher Education Section, Faculty of Education, University of Ottawa. In 1970, the Windsor Teachers' College was transferred to a Faculty of Education in the University of Windsor and in 1971 Lakeshore Teachers' College became part of a Faculty of Education at York University and the St. Catharines Teachers' College became the College of Education, Brock University.

Among the reasons given for transferring teacher education to the universities is that as an educational program it ought to be conducted in conjunction with other educational programs. The requirement of the Bachelor's degree beginning in September, 1973, means that there ought to be close association with programs in the liberal arts. The same requirement will mean that, beginning in September, 1973, all students in the consecutive programs will already have a university degree. They will have been used to the

resources in personnel and library, facilities, etc., that the university can provide.

Secondary school teachers have always taken their professional preparation in Colleges of Education in the universities. With a similarity in academic requirements for those preparing to teach in the elementary schools, there is now little justification for two separate organizations to provide teacher education. At the same time, there are advantages that can be realized by both groups when they are prepared in the same Faculty of Education.

For these and other reasons, we subscribe to the findings of the Minister's Committee 1966 on the transfer of four additional Teachers' Colleges to the universities. We know that the dialogue about this matter has gone on for several years, that all possibilities and avenues for discussion have been fully explored, and that the time has come to complete the transfer in the interests of quality teaching in the elementary and secondary schools.

Programs in Faculties of Education and Colleges of Education

The first criterion in the development of any teacher education program ought to be its potential for the attainment of quality education in the elementary and secondary schools through the superior qualities of the teachers who graduate from it. But, other considerations ought also to be taken into account in any decision to expand the number of such programs. Among the latter are the requirements for teachers to meet enrolment changes, the needs in specialized fields, the capabilities of existing institutions, and the like.

As we have stated, there is now an excess of places for the education of elementary school teachers due to dropping enrolments and increased requirements for admission. It is clear to us that no additional institutions for the preparation of teachers at this level are necessary or desirable in the forecast period to 1981.

The creation of new institutions for the preparation of secondary school teachers and the additional expansion to which commitment has already been made at the College of Education, University of Toronto, and the Faculty of Education, York University, mean that there will be an adequate number of places for the preparation of teachers for the secondary school level. Some adjustments in the offerings at certain institutions are desirable, as we shall indicate, but these are minimal and do not contemplate expansion at this time.

While it is desirable to train both elementary and secondary teachers in the same Faculty of Education, wherever possible and feasible, this is not an attainable goal in every institution at the present time because of the difference in the number of teachers required at each level. At the same time, this comment should not be interpreted as precluding the development of new programs and innovative ideas in teacher education within the Faculties of Education and Colleges of Education. Indeed, it is on just such ideas and suggestions that improvement towards quality education will depend.

Staff

Reference is made to Table 11 which gives the data regarding the number of staff in the employ of each Teachers' College and the totals for the eight institutions operated by the Department of Education. There are 206 members on the administrative and instructional staffs, seven librarians, seventeen library technicians, five communications technicians, thirty-five clerical and stenographic personnel, and fifty-seven maintenance people, making a total of 327. Thirteen of these are employed part-time.

There are wide variations among the Colleges between the number of instructional staff to enrolment. For example, Peterborough Teachers' College with an enrolment of 136 has seventeen professional staff while Stratford Teachers' College with an enrolment of 182 has a professional staff of thirteen. The master:student ratios illustrate the situation further since the range is from 1:9.07 at the Peterborough Teachers' College to 1:25.78 at the Toronto Teachers' College. These differences are explained in part by the difficulties of forecasting enrolment for the academic session, 1971-72, when the admission requirements were raised to include one year's university work. The overall professional staff:student ratio for the eight Teachers' Colleges is 1:16.4. If the principals and vice-principals are excluded from the calculation, the ratio is 1:18.1.

For a number of years when enrolments in the Teachers' Colleges were high, a policy of seconding some professional staff from local school boards on a short term basis was in effect. Approximately sixty staff members in this category were released at the end of the academic session, 1970-71, to return to their regular positions with the boards by whom they were employed. This action was taken because of the anticipated drop in enrolment for 1971-72 as a result of the increase in the admission requirement to include one year's university work. The policy of secondment of staff was most helpful in the adjustment to lower enrolments without a major disruption in staff. It is generally agreed that the seconded staff made a significant contribution to the teacher education program and that they gained professionally from the experience in the Teachers' Colleges.

Most of the regular professional staff members now at the Colleges have been in the employ of the Department of Education for a period of years. During that time they have carried an exceptionally heavy teaching load because of the high enrolments and limited accommodation in the Colleges. Under these circumstances the staffs have made an important contribution in the area of teacher education. As a result of long term service the great majority of the staff are at the maximum of the salary range for the positions they hold.

Practice Teaching

One of the most important and valuable elements in the professional preparation of a teacher is the experience gained while he is observing and teaching out in the schools. In this setting he is able to see the application of

theory to practice, to observe the realities of the everyday situation, and to practice his skills under the supervision of a superior teacher.

For many years in Ontario it has been the practice for Associate Teachers, as they are called, to be selected through consultation between officials of local school boards and the staff of the teacher education institution. Traditionally a payment has been made to the Associate Teacher for the additional work involved in the preparation of programs for the student teachers who come to his classroom. Column 1 of Table 12 shows the amounts now paid by the various teacher education institutions. It will be seen that wide variations exist depending on the institution and the level for which student teachers are being prepared. The range is from a high of $7.50 per student day at two institutions to a low of $3.00 per student day at several other institutions. Usually the higher amount is paid to teachers in secondary schools but some students taking the Elementary School Option do some of their practice teaching in elementary schools where the Associate Teachers are paid at the higher rate. There are other anomolies for which there does not seem to be any rational explanation.

Many Associate Teachers and their organizations have asked that the inconsistencies and differences in payment be removed but they still persist. The total amount paid to each Associate Teacher during a year is small since usually only one student is assigned to one Associate Teacher each day. At $7.50 per student day with 43 days of practice teaching the total would be $322.50. The administrative work involved in the record-keeping and processing of these accounts is considerable because of the large number of Associate Teachers involved.

In addition, in some places token payments are made to principals and department heads in schools where student teachers are assigned to classroom teachers. In a few other centres, a payment of 50¢ per student day is made to the school board. Two institutions make a payment to the school secretary. As these figures show, the inconsistencies noted in the case of Associate Teachers are extended and compounded for boards and their personnel.

Payments are also made to some students in five institutions for transportation and board when they are out in the schools doing practice teaching. In the others no payment is made.

Finance:

Table 13 gives information about the cost of operation of the eight Teachers' Colleges for the fiscal year, 1971-72, from April 1, 1971 to March 31, 1972. The enrolment for each institution is taken at October 15, 1971. Consequently, the cost per student in Column 3 reflects in part the expenditures for the higher enrolments which prevailed in April and May, 1971. Each figure in Column 3 may, therefore, be somewhat higher than would be the case if the costs were based on both costs and enrolments for the whole academic session, 1971-72. On the other hand, the enrolments will have dropped by withdrawals from the enrolment figures of October 15, 1971, so that the

cost per student will have increased to some extent, at least partly balancing the lowering effect due to the costs in the April and May period of 1971. The variation in per student cost is from $1,551 to more than double this figure at $3,707. The most common figure is for four institutions at about $2,600 per student.

The additional costs for maintenance provided by the Department of Public Works and the administration costs included in the budget of the Teacher Education Branch of the Department of Education are not shown in the figures in Table 13.

Table 14 has eight parts, each part being a Statement of Ordinary Expenditures for the Fiscal Year for 1969-70 (Actual), 1970-71 (Actual), and 1971-72 (Budget) for one Teachers' College. Because the Teachers' Colleges are conducted by the Department of Education, the costs of operation are included in the direct expenditures of the Department shown in the Estimates for the fiscal year.

When responsibility for teacher education is transferred from a Teachers' College to a university, the financing moves from a direct expenditure of the Department of Education to a grant payment from the Department of Colleges and Universities. The latter payment is made on the basis of the formula by which grants are calculated for all other programs in the universities. By this method a weighting is determined for students in particular faculties, schools, etc., and the year of the program in which they are enrolled in relation to the base of one for first and second year students in general Arts.

To calculate the amount of grant paid to the university under the formula arrangement, it is necessary to take the actual enrolment, multiply it by the applicable weighting factor, and multiply the result by the value for each unit which in 1971-72 is $1,730. From this result the income to the university from student fees is deducted. The balance is the amount of the actual grant.

Student Fees and Bursaries

At the present time, students enrolled in teacher education programs in Faculties of Education and Colleges of Education in the universities pay fees which amount to about $500 for the academic year. This fee structure applies to students preparing for either elementary school teaching or secondary school teaching. In the mid 1960's when the demand for secondary school teachers was high and when the shortage was severe, a bursary plan was introduced to attract university graduates to teacher education programs. By this plan a bursary of $500 for the academic session was paid to each student enrolled in a secondary school teacher education program. The bursary arrangement is still in effect but is now applicable to students proceeding to either secondary or elementary school teaching in the university setting. The net effect is that the bursary covers the cost of the fees.

At the Teachers' Colleges conducted by the Department of Education, no fees are paid by the student but he does not receive the bursary of $500. The result is that financially the student in the Teachers' College is in a com-

parable situation to the student in a Faculty of Education or College of Education.

The payment of the bursary of $500 for all students in teacher education programs in the universities places him in a preferred position in relation to students in other faculties. The original justification for the bursary as a means of helping to overcome a teacher shortage no longer applies, except possibly in two or three subject areas.

Similarly, since the student attending a Teachers' College does not pay tuition fees, he is in a preferred position in relation to students in other educational institutions. To an even greater extent than at the secondary level, there is no longer a shortage of teachers. Consequently, any justification which may have existed for the absence of fees in the Teachers' Colleges because of a desire to attract more students into elementary teacher education programs is no longer applicable.

Elementary School Option

Several of the Colleges of Education conducting programs for the preparation of secondary school teachers make available the Elementary School Option for their students. Under this arrangement, a student may graduate with a certificate to teach at the secondary school level and also a second certificate to teach at the elementary school level. In the process, however, his time is divided between the two levels. For students who lack background in the areas of philosophy, psychology, and sociology because their areas of concentration at the undergraduate level were in mathematics and physics, modern languages, science, etc., there is a real problem in terms of securing the background to understand children across the broad spectrum of their development from the early childhood period, the adolescent, and the young adult.

Because the student teacher must divide his time in practice teaching between elementary schools and secondary schools, he is unlikely to have more than five weeks' experience at either level during his year of professional preparation.

Vocational and Occupational Programs

Programs for the education of teachers for the Vocational and Occupational areas are offered at the College of Education, University of Toronto, Althouse College of Education, The University of Western Ontario, and McArthur College, Faculty of Education, Queen's University. Of the total number enrolled in 1971-72, there are 155 at the College of Education, University of Toronto. There are 34 at Althouse College and only 11 at McArthur College. While there is a continuing need for teachers for these areas and while programs are being considered whereby the number of candidates could be increased, the existing facilities are more than adequate to train all those who might enter such a program in the next few years. For example, the two institutions now enrolling a total of 45 candidates could accommodate a substantially higher enrolment. The provision of shops and equip-

ment for these programs is very costly not only because of the initial investment but also because of the need to keep abreast of new developments in a rapidly changing technology.

Small Enrolments in Some Programs

Some classes in the teacher education institutions, particularly in certain academic subject areas preparing students for certification at the secondary school level, have very small enrolments. This situation exists, for example, in the area of the classics and some of the modern language subjects, exclusive of French. There may be other areas as well.

Summer Courses Conducted by the Department of Education

For many years the Department of Education has conducted in-service summer courses for teachers who already held basic certification but who wished to increase their professional competence and secure advanced certificates in special subject areas. The spectrum of courses offered over the years has been extended to cover almost every subject area. The majority of the courses have been for teachers at the elementary school level. In the summer of 1970 there were 13,919 teachers who enrolled in a total of 29 courses offered in a large number of centres across the Province.

Because the Department of Education does not and could not maintain an instructional staff to man the summer courses, it has had to recruit personnel each summer for this purpose. There is little opportunity for persons appointed in the academic year to plan together the courses they will offer in the following summer. Many of the staff who have served on summer courses have not specialized in the area of teacher education although the contribution of those involved in teaching their own classes during the year is of real value from the standpoint of the practical.

The amount of administrative work for personnel in the Professional Education Section and for their colleagues in the subject areas in the Curriculum Branch in the conduct of summer courses is considerable and time consuming. The Faculties of Education and the Colleges of Education already have staff, administrative personnel, and an organization capable of conducting summer courses in the area of teacher education which is their reason for existing.

In 1971, the decision was made to transfer some courses to the Faculties of Education and Colleges of Education in the universities. Physical and Health Education and Guidance were the two areas where programs were conducted in the universities in the summer of 1971.

Winter Courses Conducted by Local School Boards

As an extension of the program of summer courses offered by the Department of Education and in response to the request of teachers, a number of school boards requested a few years ago that they be permitted to offer during the school year some courses which, after approval by the Department of Education in terms of length of course, staff, etc., would lead to certification

in the subject area with which each course dealt. This program has been administered within the Department of Education by the Professional Development Section of the Teacher Education Branch.

A considerable number of boards have cooperated in the provision of these courses for their teachers. The staff is chosen either from a board's own staff or from the staff of neighbouring jurisdictions. The time devoted to the course is intended to be the equivalent of the same course at a summer school. The teachers pay fees as they would if in attendance at summer school to cover the cost of conducting the course.

Organization for Teacher Education in the Department of Education

For more than one hundred years the Department of Education has been responsible for the operation of institutions for the preparation of elementary school teachers. The program for the education of secondary school teachers was conducted until recent years by the Ontario College of Education, University of Toronto. In 1945, for example, the Department was responsible for eight Normal Schools with a total enrolment of 1,019 students and there were 340 students training to be secondary school teachers. The administrative official in the Department of Education was the Director of Professional Training who was responsible for elementary teacher education but who also had other duties and responsibilities associated with the School for the Deaf and the School for the Blind.

As the enrolment increased in the Teachers' Colleges, as new institutions were planned and developed, and as responsibility for meeting the scarcity of teachers increased, the number of officials in the Teacher Education Branch was increased to meet the new demands. During the 1960's, the Professional Development Branch which had been established to administer and develop in-service programs for certificated teachers was incorporated as the Professional Development Section of the Teacher Education Branch.

The administrative structure now includes a Director of Teacher Education, three Assistant Directors and an Executive Officer. In addition, the Superintendent of Professional Development reports to the Director of Teacher Education. There are three Assistant Superintendents of Professional Development. There is, therefore, a total professional staff of eight plus one executive officer.

LIST OF TABLES

Table 1: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1946-1971 (Elementary)

Table 2: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1961-1981 (Elementary)

Table 3: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1946-1971 (Secondary)

Table 4: Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisitions of New Graduates, 1961-1981 (Secondary)

Table 5: Full-time Teachers, Withdrawals and Acquisitions, 1970-1971

Table 6: Enrolment in Teacher Education Institutions, 1945-46 to 1971-72 (Elementary)

Table 7: Enrolment in Teacher Education Institutions on October 15, 1971 (Elementary)

Table 8: Enrolment in Teacher Education Institutions, 1945-46 to 1971-72 (Secondary)

Table 9: Enrolment in Teacher Education Institutions on October 15, 1971 (Secondary)

Table 10: Rated Capacities in Teacher Education Institutions, 1971-1972

Table 11: Staff and Staff:Student Ratios at Teachers' Colleges, Department of Education, 1971-72

Table 12: Payments for Practice Teaching, 1971-1972

Table 13: Teachers' Colleges – Cost Per Student (Budget) For the Fiscal Year Ending March 31, 1972

Table 14: (8 Parts) Teachers' Colleges – Statement of Ordinary Expenditures For the Fiscal Year 1969-70 (Actual), 1970-71 (Actual), 1971-72 (Budget)

TABLE 1

Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1946-1971

Actual Figures 1946 to 1971[1]

Elementary

School Year	Enrolment	Annual Increase	Teachers	Teacher:Pupil Ratio	Teacher Withdrawals	Teacher Acquisitions	Acquisition of New Graduates
1946	539,012[a]		17,970	1:29.995	1,587	1,930	
1947	550,035[a]	11,023	18,313	30.035	1,483	1,862	
1948	571,459[a]	21,424	18,692	30.572	1,376	1,875	
1949	592,726[a]	21,267	19,191	30.885	1,345	2,200	
1950	612,182[a]	19,456	20,046	30.538	1,549	2,752	
1951	654,506[a]	42,324	21,249	30.801	1,637	2,715	
1952	712,892[a]	58,386	22,327	31.929	1,859	3,290	
1953	768,397[a]	55,505	23,758	32.342	2,272	3,889	
1954	821,736[a]	53,339	25,375	32.383	2,807	4,965	
1955	863,614	41,878	27,533	31.366	3,117	4,945	
1956	911,896	48,282	29,301	31.121	4,118	5,675	
1957	971,117	59,221	30,858	31.470	4,125	6,341	
1958	1,027,598	56,481	33,074	31.069	4,653	6,820	3,891
1959	1,081,649	54,051	35,241	30.692	5,305	6,597	4,291
1960	1,126,388	44,739	36,533	30.832	5,090	6,636	4,278
1961	1,163,053	36,665	38,079	30.543	5,118	6,288	4,613
1962	1,197,029	33,976	39,249	30.498	5,081	6,707	4,191
1963	1,233,164	36,135	40,875	30.169	5,349	7,224	3,752
1964	1,278,473	45,309	42,750	29.905	5,703	7,920	4,018
1965	1,320,043	41,570	44,967	29.355	6,642	9,322	4,438
1966	1,364,871	44,828	47,647	28.645	7,043	10,414	4,883
1967	1,405,052	40,181	51,018	27.540	7,476	11,045	5,195
1968	1,430,590	25,538	54,587	26.207	8,297	11,297	5,544
1969	1,456,117	25,527	57,587	25.285	8,226	9,946	6,673
1970	1,465,488	9,371	59,307	24.710	7,813	6,835	5,388
1971	1,456,840	−8,648	58,329	24.976			3,616

[a] Net enrolment 1946-54, total enrolment 1955-71

[1] Reports of the Minister of Education, 1946-1970

TABLE 2

Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1961-1981

Actual Figures 1961 to 1971[1]
Projections 1972 to 1981

Elementary

School Year	Enrolment	Annual Increase	Teachers	Teacher:Pupil Ratio	Teacher Withdrawals	Teacher Acquisitions	Acquisition of New Graduates
1961	1,1[illegible]053	36,665	38,079	1:30.543	5,118	6,288	4,613
1962	1,19[illegible]	33,976	39,249	30.498	5,081	6,707	4,191
1963	1,233,164	36,135	40,875	30.169	5,349	7,224	3,752
1964	1,278,473	45,309	42,750	29.905	5,703	7,920	4,018
1965	1,320,043	41,570	44,967	29.355	6,642	9,322	4,438
1966	1,364,871	44,828	47,647	28.645	7,043	10,414	4,883
1967	1,405,052	40,181	51,018	27.540	7,476	11,045	5,195
1968	1,430,590	25,538	54,587	26.207	8,297	11,297	5,544
1969	1,456,117	25,527	57,587	25.285	8,226	9,946	6,673
1970	1,465,488	9,371	59,307	24.710	7,813	6,835	5,388
1971	1,456,840	− 8,648	58,329	24.976	8,378	7,866	3,616
1972	1,444,032	−12,808	57,817	24.976	8,297	7,598	4,386
1973	1,426,577	−17,455	57,118		8,186	7,496	4,262
1974	1,409,350	−17,227	56,428		8,076	7,210	4,215
1975	1,387,715	−21,635	55,562		7,939	6,944	4,083
1976	1,362,864	−24,851	54,567		7,781	6,690	3,961
1977	1,335,622	−27,242	53,476		7,607	6,491	3,844
1978	1,307,742	−27,880	52,360		7,430	6,777	3,752
1979	1,291,441	−16,301	51,707		7,326	7,067	3,884
1980	1,284,969	− 6,472	51,448		7,285	7,568	4,018
1981	1,292,022	7,053	51,731				4,248

[1] Reports of the Minister of Education 1961-1970

TABLE 3

Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1946-1971

Actual Figures 1946 to 1971[1]

Secondary

School Year	Enrolment	Annual Increase	Teachers	Teacher:Pupil Ratio	Teacher Withdrawals	Teacher Acquisitions	Acquisition of New Graduates
1946	123,846[a]		4,751	1:26.067	324	624	
1947	123,085[a]	−761	5,051	24.368	213	357	
1948	125,234[a]	2,149	5,195	24.107	299	417	
1949	127,250[a]	2,016	5,313	23.951	312	519	
1950	131,215[a]	3,965	5,520	23.771	319	594	
1951	133,556[a]	2,341	5,795	23.047	321	542	
1952	141,091[a]	7,535	6,016	23.453	361	614	
1953	148,744[a]	7,653	6,269	23.727	355	581	
1954	160,166[a]	11,422	6,495	24.660	391	1,253	
1955	174,562	14,396	7,357	23.727	453	1,171	
1956	185,605	11,043	8,036	23.097	609	1,242	
1957	203,525	17,920	8,669	23.477	639	1,543	
1958	222,075	18,550	9,573	23.198	788	1,679	779
1959	237,576	15,501	10,464	22.704	832	1,846	1,020
1960	262,775	25,199	11,478	22.894	898	2,270	1,152
1961	299,177	36,402	12,850	23.282	1,118	3,191	1,342
1962	331,578	32,401	14,923	22.219	1,493	3,740	1,826
1963	364,210	32,632	17,170	21.212	1,644	3,679	2,273
1964	395,301	31,091	19,205	20.583	2,050	4,504	2,288
1965	418,738	23,437	21,659	19.333	2,453	5,036	2,638
1966	436,026	17,288	24,242	17.986	2,948	5,870	2,696
1967	463,736	27,710	27,164	17.072	3,101	6,140	3,351
1968	500,807	37,071	30,203	16.581	3,480	5,619	3,833
1969	530,679	29,872	32,342	16.408	3,754	5,105	2,455
1970	556,913	26,234	33,693	16.529	3,438	4,214	2,528
1971	574,520	17,607	34,469	16.668			2,388

[a] Net enrolment 1946-54, total enrolment 1955-71

[1] Reports of the Minister of Education, 1946-1970

TABLE 4

Enrolment, Annual Increase, Teachers, Teacher:Pupil Ratio, Teacher Withdrawals and Acquisitions, Acquisition of New Graduates, 1961-1981

Actual Figures 1961 to 1971[1]
Projections 1972 to 1981

Secondary

School Year	Enrolment	Annual Increase	Teachers	Teacher:Pupil Ratio	Teacher Withdrawals	Teacher Acquisitions	Acquisition of New Graduates
1961	299,177	36,402	12,850	1:23.262	1,118	3,191	1,342
1962	331,578	32,401	14,923	22.219	1,493	3,740	1,826
1963	364,210	32,632	17,170	21.212	1,644	3,679	2,273
1964	395,301	31,091	19,205	20.583	2,050	4,504	2,288
1965	418,738	23,437	21,659	19.333	2,453	5,036	2,638
1966	436,026	17,288	24,242	17.986	2,948	5,870	2,696
1967	463,736	27,710	27,164	17.072	3,101	6,140	3,351
1968	500,807	37,071	30,203	16.581	3,480	5,619	3,833
1969	530,679	29,872	32,342	16.408	3,754	5,105	2,455
1970	556,913	26,234	33,693	16.529	3,438	4,214	2,528
1971	574,520	17,607	34,469	16.668	3,924	4,973	2,388
1972	592,023	17,503	35,518	16.668	4,054	5,009	2,756
1973	607,940	15,917	36,473		4,172	5,156	2,774
1974	624,332	16,392	37,457		4,293	5,036	2,845
1975	636,718	12,386	38,200		4,385	4,818	2,787
1976	643,932	7,214	38,633		4,439	4,565	2,680
1977	646,041	2,109	38,759		4,454	4,436	2,558
1978	645,743	− 298	38,741		4,452	4,289	2,495
1979	643,023	− 2,720	38,578		4,432	3,551	2,424
1980	628,333	−14,690	37,697		4,323	3,001	2,065
1981	606,299	−22,034	36,375				1,797

[1] Reports of the Minister of Education 1961-1970

TABLE 5

Full-time Teachers, Withdrawals and Acquisitions, 1970-1971

	Public	Roman Catholic Separate	Total Elementary	Secondary
Number of full-time teachers on September 30, 1970	42,451	16,856	59,307	33,693
Withdrawals – September 30, 1970 to September 30, 1971				
To teach in elementary, secondary, or private schools or teachers' colleges in Ontario	332	275	607	204
To teach outside Ontario	238	172	410	296
To teach part-time in a publicly supported school	214	292	506	100
To teach in a college of applied arts and technology				31
To enrol in teachers' colleges, universities and other educational institutions	394	225	619	471
To teach in another province or country on a formal exchange plan	58	12	70	47
To a supervisory or administrative position in education	117	111	228	151
To a field outside education	350	155	505	453
Resumption of household duties	1,987	717	2,704	782
Marriage	211	89	300	91
Retirements	768	234	1,002	367
Illness	77	55	132	56
Death	31	9	40	36
Others	440	250	690	353
Total withdrawals	5,217	2,596	7,813	3,438
Acquisitions – September 30, 1970 to September 30, 1971				
From private elementary schools	19	46	65	
From private secondary schools				70
Teachers' colleges (all courses)	2,298	1,318	3,616	
Ontario colleges of education				1,852
Former secondary school teachers certified for teaching elementary grades	100	63	163	
Former elementary school teachers qualified to teach in secondary schools				46
Qualified teachers re-entering profession	1,198	678	1,876	847
Holding Letters of Standing	135	54	189	232
With Letters of Permission	19	12	31	185
Holding temporary secondary school certificates				536
Teachers on exchange from other jurisdictions	47	7	54	31
Others	538	303	841	415
Total acquisitions	4,354	2,481	6,835	4,214
Acquisitions less withdrawals	(−)863	(−)115	(−)978	(+)776
Number of full-time teachers on September 30, 1971	41,588	16,741	58,329	34,469

TABLE 6

Enrolment in Teacher Education Institutions, 1945-46 to 1971-72[1]

Elementary

Year	Hamilton (1908)[2]	Lakehead (1960)[2]	Lakeshore (1959)[2]	London (1900)[2]	North Bay (1909)[2]	Ottawa (1875)[2]	Peterborough (1908)[2]	St. Catharines (1965)[2]	Stratford (1908)[2]	Sudbury (1963)[2]	Toronto (1847)[2]	University of Ottawa (1927)[2]	Windsor (1962)[2]	Total
1945-46	87			128	66	118	91		113		269	147		1,019
1946-47	104			154	116	137	85		126		328	138		1,188
1947-48	123			156	105	126	78		122		377	159		1,246
1948-49	123			164	89	124	87		101		420	152		1,260
1949-50	211			200	108	137	129		105		444	147		1,481
1950-51	245			236	141	185	128		129		484	155		1,703
1951-52	217			249	143	140	129		129		467	154		1,628
1952-53	218			291	130	150	146		179		616	143		1,873
1953-54	227			274	109	153	122		133		539	175		1,732
1954-55	361			441	215	242	180		250		820	183		2,692
1955-56	423			470	266	304	177		273		998(N)	228		3,139
1956-57	464(N)			580	264	329	233		292		1,064	216		3,442
1957-58	485			587(N)	258	345	222		293		1,177	280		3,647
1958-59	719			731	318	449	283		318		1,551	319		4,688
1959-60	843		809(N)	932	423	619	378		373		1,190	384		5,951
1960-61	908	207(N)	989	1,009	412	710	464		450		1,217	364		6,730
1961-62	889	231	766	910	423	676	402		377		1,026	358		6,058
1962-63	741	215	612	501	382	672	370		343		922	302	494(N)	5,514
1963-64	881	224	807	571	416	761	344		363	147	1,214	235	447	6,410
1964-65	804	237	817	582	405	832	324		356	142	1,324	218	421	6,462
1965-66	626	141	758	546	288	666	292	219	354	156	1,330	230	307	5,913
1966-67	677	140	871	615	322	608	396	333	376	170	1,539	235	252	6,534
1967-68	780	184	874	554	353	746	367	350	396	134	1,510	316	289	6,853
1968-69	1,015	260	1,185	816	546	1,097	501	458	481	165	2,036	280	427	9,277
1969-70	904	188	922	697	487	910	398	368	372	181(N)	1,771	278	420	7,896
1970-71	827	212	864	657	392	840	356	322(N)	345	192	1,857	281	426	7,571
1971-72	439	190[3]	497	355	170	311	136	118	182	201	1,263	195	193	4,250[4]

Source: Reports of the Minister of Education

[1] At October 15 each year

[2] Date of establishment of institution

[3] Number in graduating year = 136

[4] Total number in graduating year = 4,196

(N) New building opened

TABLE 7

Enrolment in Teacher Education Institutions on October 15, 1971

Elementary

Teachers' Colleges	One-year Course			Two-year Course First Year			Two-year Course Second Year			Primary Specialist			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Hamilton	168	201	369							1	69	70	169	270	439
London	108	247	355										108	247	355
North Bay	79	91	170										79	91	170
Ottawa	114	160	274								37	37	114	197	311
Peterborough	76	60	136										76	60	136
Stratford	86	96	182										86	96	182
Sudbury	34	140	174				7	20	27				41	160	201
Toronto	385	677	1,062							5	196	201	390	873	1,263
Sub-total	1,050	1,672	2,722				7	20	27	6	302	308	1,063	1,994	3,057

Options: French: Hamilton 33; London 22; North Bay 31; Ottawa 21; Toronto 68; Total 175
Music: Hamilton 19; London 17; North Bay 9; Ottawa 13; Peterborough 11; Stratford 30; Toronto 84; Total 183
Home Economics: Toronto 49

Faculties of Education and Colleges of Education	One-year Course			Two-year Concurrent First Year			Two-year Concurrent Second Year			Four-year Concurrent Third Year			Four-year Concurrent Fourth Year			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Brock University	57	61	118													57	61	118
Lakehead University	49	61	110	6	44	50	3	19	22	1	3	4	1	3	4	60	130	190[1]
University of Ottawa	42	144	186				2	7	9							44	151	195
University of Windsor	91	102	193													91	102	193
York University	193	304	497													193	304	497
Sub-total	432	672	1,104	6	44	50	5	26	31	1	3	4	1	3	4	445	748	1,193
Total	1,482	2,344	3,826	6	44	50	12	46	58	1	3	4	1	3	4	1,508	2,742	4,250[2]

Options: French: Windsor – Faculty 20; York-Lakeshore 65; Total 85
Music: Windsor – Faculty 14; York-Lakeshore 33; Total 47

[1] Number in graduating year = 136

[2] Total number in graduating year = 4,196

TABLE 8

Enrolment in Teacher Education Institutions, 1945-46 to 1971-72[1]

(Secondary)

Year	College of Education University of Toronto	Althouse College of Education The University of Western Ontario	McArthur College Faculty of Education Queen's University	Faculty of Education Lakehead University	Faculty of Education University of Ottawa (French)	Total
1945-46	289					289
1946-47	348					348
1947-48	342					342
1948-49	456					456
1949-50	427					427
1950-51	476					476
1951-52	500					500
1952-53	439					439
1953-54	424					424
1954-55	479					479
1955-56	383					383
1956-57	348					348
1957-58	312					312
1958-59	433					433
1959-60	525					525
1960-61	598					598
1961-62	910					910
1962-63	847					847
1963-64	719					719
1964-65	816					816
1965-66	740	197(N)				937
1966-67	706	284				990
1967-68	901	294				1,195
1968-69	1,389	533	194			1,922
1969-70	1,926	645	223	105	80	2,979
1970-71	1,475	764	333(N)	105	113	2,790
1971-72	1,455	762	631	232[2]	117	3,197[3]

Source: Reports of the Minister of Education

[1] At October 15 each year

[2] Number in graduating year = 168

[3] Total number in graduating year = 3,133

(N) New building opened

TABLE 9

Enrolment in Teacher Education Institutions on October 15, 1971

Secondary

Faculties of Education and Colleges of Education	High School Assistant's Certificate Type A			High School Assistant's Certificate Type B			Vocational and Occupational Certificates			Total Enrolment		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
One-year Consecutive Program												
Althouse College of Education The University of Western Ontario	251	120	371	157	200	357	30	4	34	438	324	762
College of Education University of Toronto	544	413	957	187	156	343	103	52	155	834	621	1,455
Faculty of Education Queen's University	186	114	300	142	178	320	11		11	339	292	631
Faculty of Education Lakehead University				97	48	145				97	48	145
Faculty of Education University of Ottawa	22	8	30	53	34	87				75	42	117
Sub-total	1,003	655	1,658	636	616	1,252	144	56	200	1,783	1,327	3,110
Concurrent Programs												
Faculty of Education Lakehead University												
Four-Year: 1st Year				6	32	38				6	32	38
2nd Year				7	11	18				7	11	18
3rd Year				2	3	8				5	3	8
4th Year				18	5	23				18	5	23[1]
Sub-total				36	51	87				36	51	87
Total	1,003	655	1,658	672	667	1,339	144	56	200	1,819	1,378	3,197[2]

Notes: [1] Number in graduating year = 23
[2] Total number in graduating year = 3,133

TABLE 10

Rated Capacities and Enrolment in Teacher Education Institutions. 1971-72

Institution	Elementary English Capacity	Enrolment	Bilingual Capacity	Enrolment	Secondary English Capacity	Enrolment	French Capacity	Enrolment
London Teachers' College	700	555						
Toronto Teachers' College	1,200	1,263						
North Bay Teachers' College	350(uc)	170						
Sudbury Teachers' College			385	201				
Sub-total	2,250	1,788	385	201				
Hamilton Teachers' College	720	439						
Ottawa Teachers' College	700	311						
Peterborough Teachers' College	200	136						
Stratford Teachers' College	200	182						
Sub-total	1,820	1,068						
Total	4,070	2,856	385	201				

(uc) New building under construction

continued

TABLE 10
continued

Institution	Elementary English Capacity	Enrolment	Bilingual Capacity	Enrolment	Secondary English Capacity	Enrolment	French Capacity	Enrolment
Brock University College of Education	430	118						
University of Windsor Faculty of Education	385	193						
Lakehead University Faculty of Education	150	136+54						
The University of Western Ontario Althouse College of Education					150	168+64		
University of Toronto College of Education					750	762		
Queen's University McArthur College Faculty of Education	350				1,500	1,455		
York University Faculty of Education	735	497			600	631		
University of Ottawa Faculty of Education			400(N)	195			200(N)	117
Total	2,050	944	400	195	3,000	3,016	200	117
Grand Total	6,120	3,800	785	396	3,000	3,016	200	117

(N) New building being provided

TABLE 11

Staff and Staff:Student ratios at Teachers' Colleges
Department of Education, 1971-72

	Hamilton	London	North Bay	Ottawa	Peterborough	Stratford	Sudbury	Toronto	Total Staff
Principal	1	1	1	1	1	1	1	1	8
Vice-Principal	1	1	1	2	1	1	1	2	10
Masters	26	28	15	32*	15	11	12*	49*	188
Total Professional Staff (Full-time equivalents)	28	30	17	34.5	17	13	13.5	51.5	204.5
Enrolment	439	355	170	311	136	182	201	1,263	3,057
Total Professional Staff: Student Ratio	15.68	11.83	10.00	9.01	8.00	14.00	14.09	24.52	14.95
Master:Student Ratio	16.88	12.68	11.33	9.71	9.07	16.55	17.48	25.78	16.26
Librarians	1	2		1		1		2	7
Library Technicians	2	2	2*	2*	2*	1	2	4	17
Communications Technicians	1			1	1		1	1	5
Clerical and Stenographic	5*	5*	2	5	3*	3*	3*	9*	35
Maintenance	9	11*	4	11	5	4		13	57
Total Staff	46	50	25	55	28	22	20	81	327

* One part-time staff member

TABLE 12

Payments for Practice Teaching, 1971-72

Institution	Payments to: Associate Teachers	Principals or Department Heads	School Boards	Others	Students	Number of Weeks
Althouse College of Education University of Western Ontario	$7.50 per student day				Transportation: Beyond 35 miles 5¢ per mile Board: $25.00 per week Commuters: $3.00 per day	9 (43 days)
McArthur College, Faculty of Education Queen's University	$5.00 per student day $7.50 per day for two students			Secretary: 25¢ per student day	Transportation: Actual cost Board: $30.00 per week	8
College of Education University of Toronto	$7.50 per student day	$3.00 per student week		Secretary: $25.00 per year under five students; $50.00 per year over five students	Transportation: $7.00 per week Board: $40.00 per week outside Toronto	10
Faculty of Education Lakehead University	$5.00 per student day	50¢ per student day			Transportation: Actual cost Board: $25.00 per week	8

continued

TABLE 12

continued

Institution	Payments to: Associate Teachers	Principals or Department Heads	School Boards	Others	Students	Number of Weeks
Faculty of Education University of Ottawa	$3.00 per student day (Elementary) $7.50 per student day (Secondary)	$2.50 per classroom per week	50¢ per student day		Up to $7.00 per day	9
Faculty of Education York University	$3.00 per student day (Elementary)	25¢ per student day	50¢ per student day			8 (44 days)
Faculty of Education University of Windsor	$3.50 per student day (Elementary)	50¢ per student day	50¢ per student day			10 (50 days)
Faculty of Education Brock University	$3.00 per student day (Elementary)	25¢ per student day	50¢ per student day			9 (46 days)
Teachers' Colleges: Hamilton London North Bay Ottawa Peterborough Stratford Sudbury Toronto	$3.00 per student day (Elementary)	25¢ per student day	50¢ per student day			9

TABLE 13

Teachers' Colleges – Cost Per Student (Budget)
For the Fiscal Year Ending March 31, 1972

	1971/72 Fiscal Year (Budget)	October 15, 1971 Enrolment	Cost Per Student (Budget)
Hamilton Teachers' College	$ 970,200	439	$2,210
London Teachers' College	936,900	355	2,639
North Bay Teachers' College	447,100	170	2,630
Ottawa Teachers' College	1,049,000	311	3,373
Peterborough Teachers' College	504,100	136	3,707
Stratford Teachers' College	471,100	182	2,588
Sudbury Teachers' College	525,300	201	2,613
Toronto Teachers' College	1,959,100	1,263	1,551

The above budget amounts reflect only the direct expenses for the Teachers' Colleges. Certain indirect expenses which are not in the individual College's budget are excluded i.e. some maintenance and administrative expenses. During the fiscal year April 1, 1971, to March 31, 1972, the budget provided for higher enrolments in the latter part of the academic session 1970-71, than there are in the current academic session, 1971-72, but this fact has not been taken into account in arriving at the cost per student.

TABLE 14 (Part 1)

Hamilton Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 593.0	$ 643.3	$ 695.0
Unclassified			
Replacements – External Aid	31.7	7.3	
Replacement Other		106.9	
Special Instruction	10.5	2.4	
SS – Caretaking	5.0	1.7	26.0
SS – Instruction	18.2	.2	
SS – Office	1.0	2.4	
SS – Miscellaneous	8.5	6.4	
Attendance Credit Gratuities	6.5	11.7	5.0
Total	674.4	782.3	726.0
Employee Benefits			59.1
Total			59.1
Transportation and Communication:			
Mailing			1.0
Telephone and Telegrams	1.7	1.5	2.2
Travelling Expense	3.1	2.3	5.0
Practice Teaching Expenses – Travel Staff	6.7	6.1	4.8
Total	11.5	9.9	13.0
Services:			
Maintenance of Equipment	.9	3.7	4.0
Printing	1.1	1.8	3.5
Janitorial Services	4.9	5.5	5.5
Practice Teaching Expenses	153.4	136.9	94.1
Miscellaneous	3.5	1.5	5.0
Total	163.8	149.4	112.1
Supplies and Equipment:			
Equipment			
Office Equipment and General	9.9	1.6	6.5
Instructional Equipment	5.0	9.9	5.0
Supplies			
Stationery and Office Supplies	5.4	4.9	4.5
Instructional Supplies	8.7	7.4	7.0
Books and Magazine Subscriptions	3.8	5.8	5.0
Light, Heat, Power and Water	28.7	33.1	32.0
Total	$ 61.5	$ 62.7	$ 60.0
Grand Total	$ 911.2	$1,004.3	$ 970.2
Cost per student			$2,210.00

TABLE 14 (Part 2)

London Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 594.6	$ 690.2	$ 680.0
Unclassified			
Replacements – External Aid			
Replacement Other	13.0	24.9	
Special Instruction		3.6	
SS – Caretaking	5.1	6.6	21.0
SS – Instruction	1.9	8.1	
SS – Office	5.5	3.4	
SS – Miscellaneous	.1		
Attendance Credit Gratuities	10.5	8.9	5.0
Total	630.7	745.7	706.0
Employee Benefits:			59.4
Total			59.4
Transportation and Communication:			
Mailing			1.0
Telephone and Telegrams	2.1	2.3	3.0
Travelling Expense	3.3	5.7	5.0
Practice Teaching Expenses – Travel Staff	8.9	5.9	6.0
Total	14.3	13.9	15.0
Services:			
Maintenance of Equipment	1.2	2.2	1.5
Printing	2.8	3.6	2.0
Janitorial Services	8.5	9.2	8.5
Practice Teaching Expenses	118.8	103.5	100.0
Miscellaneous	.3	.4	3.0
Total	131.6	118.9	115.0
Supplies and Equipment:			
Equipment			
Office Equipment and General	12.3	6.1	5.0
Instructional Equipment	.7	2.3	5.0
Supplies			
Stationery and Office Supplies	5.8	2.5	4.5
Instructional Supplies	7.0	4.8	6.0
Books and Magazine Subscriptions	11.6	9.1	9.0
Light, Heat, Power and Water	10.3	10.0	12.0
Total	$ 47.7	$ 34.8	$ 41.5
Grand Total	$ 824.3	$ 913.3	$ 936.9
Cost per student			$2,639.00

TABLE 14 (Part 3)

North Bay Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 337.3	$ 377.8	$ 313.0
Unclassified			
Replacements – External Aid	5.8		
Replacement Other	7.4	33.1	
Special Instruction			
SS – Caretaking			15.0
SS – Instruction			
SS – Office	4.2	6.7	
SS – Miscellaneous	1.3		
Attendance Credit Gratuities	.1	10.1	4.0
Total	356.1	427.7	332.0
Employee Benefits:			29.0
Total			29.0
Transportation and Communication:			
Mailing			.8
Telephone and Telegrams	1.1	1.7	2.0
Travelling Expense	4.9	5.8	4.5
Practice Teaching Expenses – Travel Staff	5.9	8.0	6.0
Total	11.9	15.5	13.3
Services:			
Maintenance of Equipment	.5	.7	1.0
Printing	.8	1.0	1.5
Janitorial Services	2.6	3.5	3.5
Practice Teaching Expenses	8..6	61.1	42.8
Miscellaneous	.9	.9	2.0
Total	86.4	67.2	50.8
Supplies and Equipment:			
Equipment			
Office Equipment and General	2.1	4.0	3.0
Instructional Equipment	5.6	1.8	2.5
Supplies			
Stationery and Office Supplies	3.6	4.8	4.0
Instructional Supplies	2.0	2.8	3.0
Books and Magazine Subscriptions	4.6	6.2	4.0
Light, Heat, Power and Water	4.2	4.1	5.5
Total	$ 22.1	$ 23.7	$ 22.0
Grand Total	$ 476.5	$ 534.1	$ 447.1
Cost per student			$2,630.00

TABLE 14 (Part 4)

Ottawa Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 623.1	$ 753.5	$ 771.7
Unclassified			
Replacements – External Aid			
Replacement Other	41.1	76.6	
Special Instruction	.3	1.0	
SS – Caretaking	16.5	10.5	26.0
SS – Instruction	7.0	4.9	
SS – Office	3.0	.9	
SS – Miscellaneous	7.7	16.8	
Attendance Credit Gratuities	4.4	7.6	4.0
Total	703.1	871.8	801.7
Employee Benefits:			62.8
Total			62.8
Transportation and Communication:			
Mailing			1.0
Telephone and Telegrams	1.8	1.9	3.0
Travelling Expense	6.0	7.0	6.0
Practice Teaching Expenses – Travel Staff	9.1	9.4	7.3
Total	16.9	18.3	17.3
Services:			
Maintenance of Equipment	1.0	.8	3.0
Printing	.3	1.7	1.5
Janitorial Services	5.9	8.7	7.5
Practice Teaching Expenses	140.1	122.6	103.2
Miscellaneous	4.4	2.3	4.0
Total	151.7	136.1	119.2
Supplies and Equipment:			
Equipment			
Office Equipment and General	9.3	7.4	9.0
Instructional Equipment	6.8	5.6	6.0
Supplies			
Stationery and Office Supplies	9.9	7.4	6.0
Instructional Supplies	6.9	8.5	8.0
Books and Magazine Subscriptions	8.5	7.4	7.5
Light, Heat, Power and Water	8.8	11.6	11.5
Total	$ 50.2	$ 47.9	$ 48.0
Grand Total	$ 921.9	$1,074.1	$1,049.0
Cost per student			$3,373.00

TABLE 14 (Part 5)

Peterborough Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 321.1	$ 348.6	$ 365.2
Unclassified			
Replacements – External Aid			
Replacement Other		10.9	
Special Instruction			
SS – Caretaking	.9	3.9	14.0
SS – Instruction	10.2	.3	
SS – Office	1.8	2.5	
SS – Miscellaneous	.3	5.7	
Attendance Credit Gratuities	16.5	1.2	5.0
Total	350.8	373.1	384.2
Employee Benefits:			30.2
Total			30.2
Transportation and Communication:			
Mailing			.5
Telephone and Telegrams	1.4	1.8	2.0
Travelling Expense	1.8	1.9	3.0
Practice Teaching Expenses – Travel Staff	4.3	3.9	6.0
Total	7.5	7.6	11.5
Services:			
Maintenance of Equipment	.7	.7	.5
Printing	.8	.8	1.5
Janitorial Services	2.3	3.5	3.5
Practice Teaching Expenses	71.6	64.1	41.7
Miscellaneous	1.0	2.4	2.5
Total	76.4	71.5	49.7
Supplies and Equipment:			
Equipment			
Office Equipment and General	5.9	8.8	7.0
Instructional Equipment	3.8	5.1	5.0
Supplies			
Stationery and Office Supplies	3.3	2.0	3.5
Instructional Supplies	3.7	2.9	3.0
Books and Magazine Subscriptions	4.0	6.8	5.0
Light, Heat, Power and Water	4.2	4.5	5.0
Total	$ 24.9	$ 30.1	$ 28.5
Grand Total	$ 459.6	$ 482.3	$ 504.1
Cost per student			$3,707.00

TABLE 14 (Part 6)

Stratford Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 301.8	$ 313.3	$ 337.0
Unclassified			
Replacements – External Aid			
Replacement Other	19.3	58.0	
Special Instruction			
SS – Caretaking			12.0
SS – Instruction	.3	.1	
SS – Office	1.0		
SS – Miscellaneous			
Attendance Credit Gratuities/Overtime	6.1	5.9	8.0
Total	328.5	377.3	357.0
Employee Benefits:			27.9
Total			27.9
Transportation and Communication:			
Mailing			.5
Telephone and Telegrams	.9	1.0	1.0
Travelling Expenses	4.1	5.1	4.0
Practice Teaching Expenses – Travel Staff	9.3	8.3	8.3
Total	14.3	14.4	13.8
Services:			
Maintenance of Equipment	.4	.7	1.0
Printing	.1	.5	1.0
Janitorial Services	1.6	1.5	3.0
Practice Teaching Expenses	78.0	65.5	41.4
Miscellaneous	2.3	4.0	3.5
Total	82.4	72.2	49.9
Supplies and Equipment:			
Equipment			
Office Equipment and General	2.8	4.2	3.0
Instructional Equipment	3.2	2.2	4.0
Supplies			
Stationery and Office Supplies	2.7	2.8	3.5
Instructional Supplies	1.7	1.2	3.0
Books and Magazine Subscriptions	3.0	3.8	3.5
Light, Heat, Power and Water	4.8	4.9	5.5
Total	$ 18.2	$ 19.1	$ 22.5
Grand Total	$ 443.4	$ 483.0	$ 471.1
Cost per student			$2,588.00

TABLE 14 (Part 7)

Sudbury Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual- 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$ 218.6	$ 240.9	$ 309.2
Unclassified			
Replacements – External Aid			
Replacement Other	10.9	26.1	
Special Instruction		.6	
SS – Caretaking			14.0
SS – Instruction	.4		
SS – Office	3.4	4.7	
SS – Miscellaneous		4.1	
Attendance Credit Gratuities		1.1	
Total	233.3	277.5	323.2
Employee Benefits:			25.3
Total			25.3
Transportation and Communication:			
Mailing			1.0
Telephone and Telegrams	.9	1.6	2.0
Travelling Expense	4.2	3.3	5.0
Practice Teaching Expenses – Travel Staff	2.2	5.6	7.0
Total	7.3	10.5	15.0
Services:			
Maintenance of Equipment	.4	.3	1.0
Printing	.8	.4	1.5
Janitorial Services		20.9	75.0
Practice Teaching Expenses	32.0	27.5	41.3
Miscellaneous	.9	17.4	4.0
Total	34.1	66.5	122.8
Supplies and Equipment:			
Equipment			
Office Equipment and General	4.0	4.2	2.5
Instructional Equipment	2.2	4.7	3.0
Supplies			
Stationery and Office Supplies	3.8	4.2	3.5
Instructional Supplies	2.3	3.1	4.0
Books and Magazine Subscriptions	7.2	6.7	8.0
Light, Heat, Power and Water		4.3	18.0
Total	$ 19.5	$ 27.2	$ 39.0
Grand Total	$ 294.2	$ 381.7	$ 525.3
Cost per student			$2,613.00

TABLE 14 (Part 8)

Toronto Teachers' College
Statement of Ordinary Expenditures for the Fiscal Year

	Actual 69-70	Actual 70-71	Budget 71-72
Salaries and Wages:	$'000		
Regular and Probationary	$1,080.3	$1,215.7	$1,447.7
Unclassified			
Replacements – External Aid		5.5	
Replacement Other	184.9	302.4	
Special Instruction		1.1	
SS – Caretaking	13.8	8.9	32.0
SS – Instruction	10.7	14.6	
SS – Office	22.5	22.5	
SS – Miscellaneous	9.7	7.8	
Attendance Credit Gratuities	11.5	28.2	18.0
Total	1,333.4	1,596.7	1,497.7
Employee Benefits:			119.1
Total			119.1
Transportation and Communication:			
Mailing			1.0
Telephone and Telegrams	2.7	2.9	3.5
Travelling Expense	3.9	6.5	8.0
Practice Teaching Expenses – Travel Staff	.6	1.1	12.5
Total	7.2	10.5	25.0
Services:			
Maintenance of Equipment	.9	1.5	4.5
Printing	1.8	2.7	4.5
Janitorial Services	8.7	7.9	9.5
Practice Teaching Expenses	270.1	331.1	202.8
Miscellaneous	2.6	.2	3.0
Total	284.1	343.4	224.3
Supplies and Equipment:			
Equipment			
Office Equipment and General	17.2	10.9	16.0
Instructional Equipment	13.9	12.5	20.0
Supplies			
Stationery and Office Supplies	10.8	11.2	10.0
Instructional Supplies	10.3	9.0	10.0
Books and Magazine Subscriptions	11.6	13.9	12.0
Light, Heat, Power and Water	25.4	20.1	25.0
Total	$ 89.2	$ 77.6	$ 93.0
Grand Total	$1,713.9	$2,028.2	$1,959.1
Cost per student			$1,551.00

LIST OF GRAPHS

Graph 1: Enrolment in Public, Roman Catholic Separate, and Secondary Schools, 1946-1981

Graph 2: Enrolment in Elementary Schools, 1946-1981

Graph 3: Enrolment in Secondary Schools, 1946-1981

Graph 4: Elementary School Teachers, 1946-1981

Graph 5: Secondary School Teachers, 1946-1981

Graph 6: Teacher:Pupil Ratio, 1946-1981

Graph 7: Elementary School Teachers—Withdrawals and Acquisitions, 1950-1980

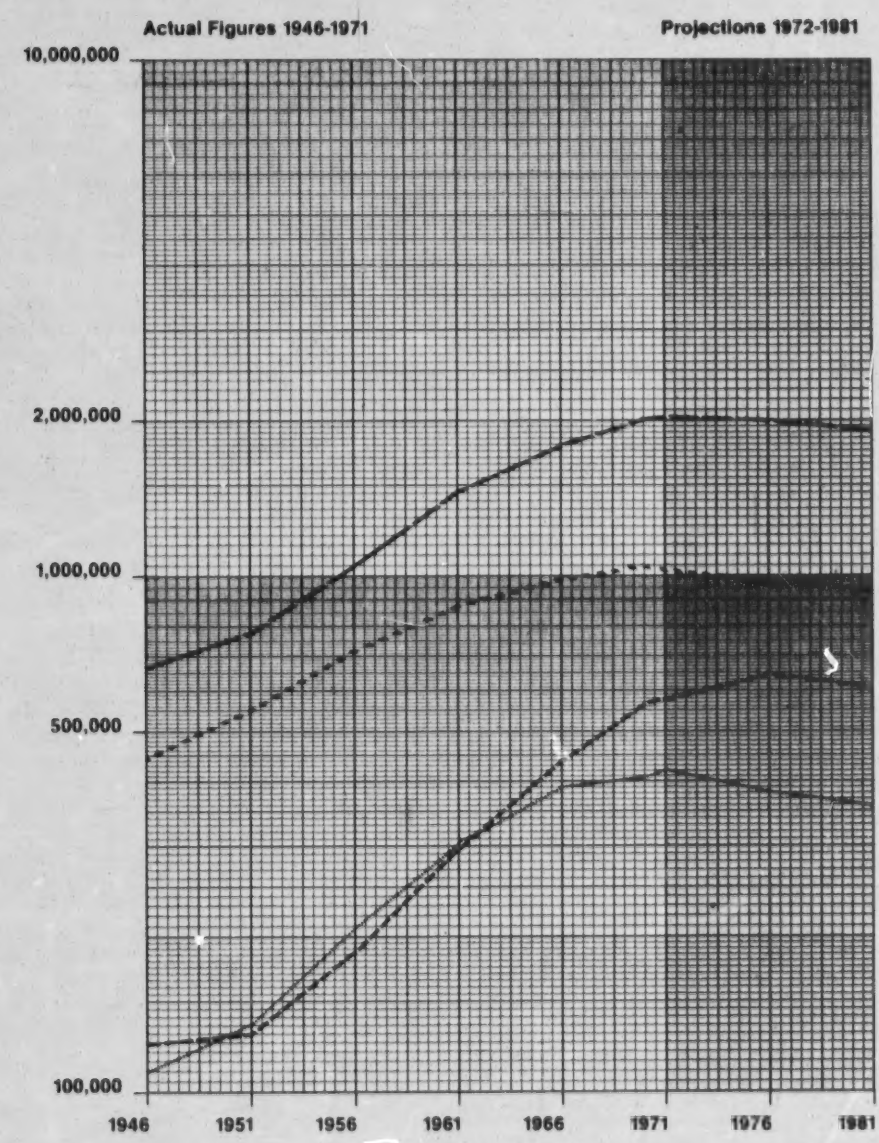
Graph 8: Secondary School Teachers—Withdrawals and Acquisitions, 1950-1980

Graph 9: Acquisition of New Graduates—Elementary and Secondary, 1961-1981

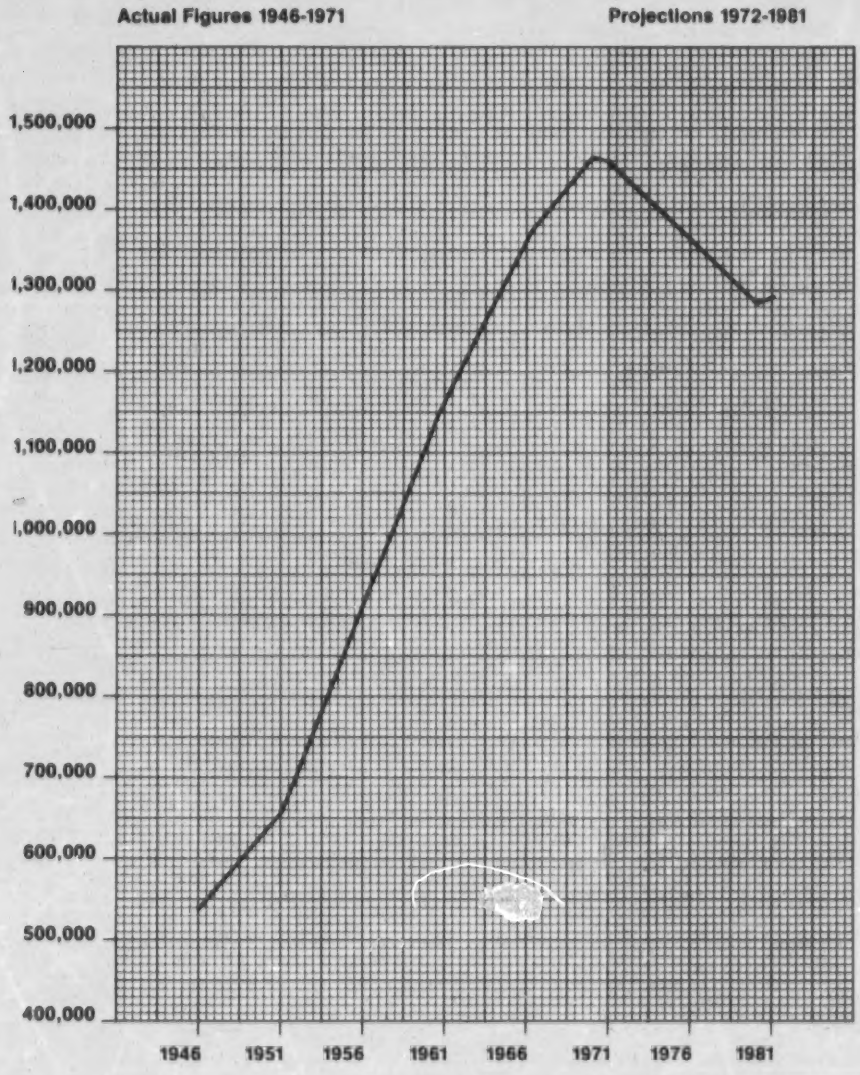
Graph 10: Enrolment in Teacher Education Institutions, Elementary, 1946-1971

Graph 11: Enrolment in Teacher Education Institutions, Secondary, 1946-1971

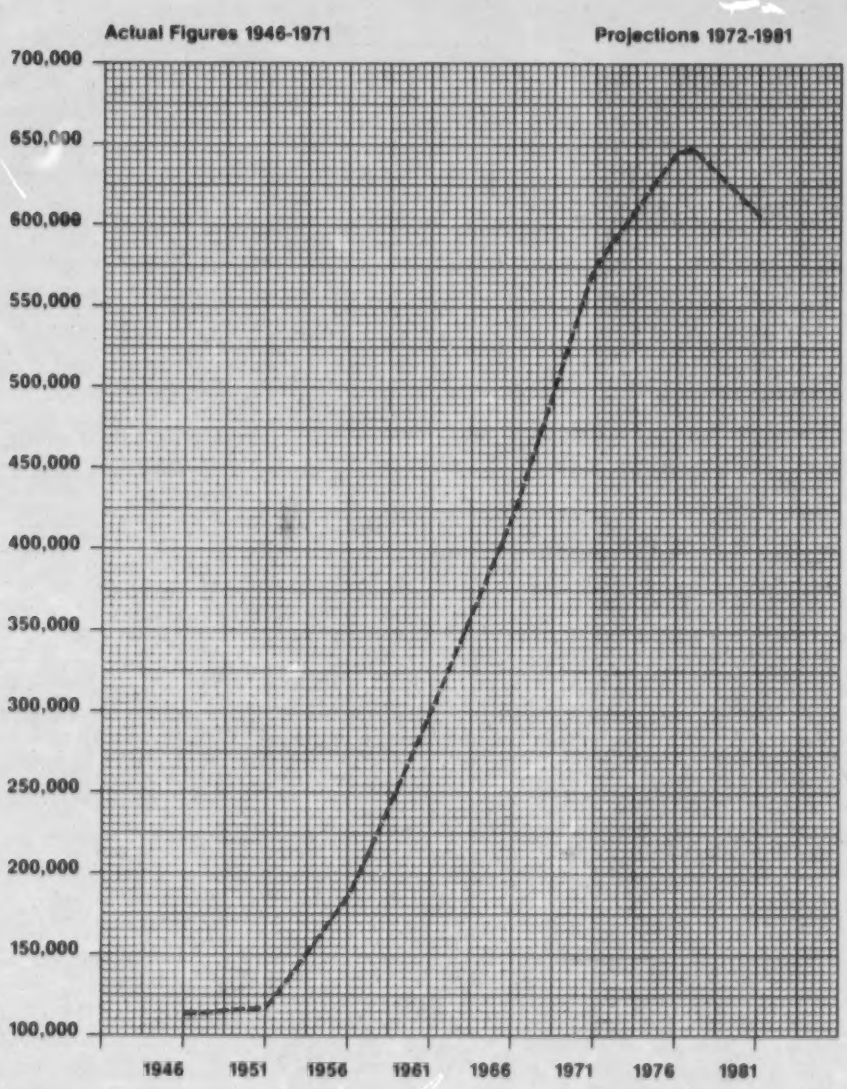
Graph 1 **Enrolment in Public, Roman Catholic Separate, and Secondary Schools, 1946-1981**



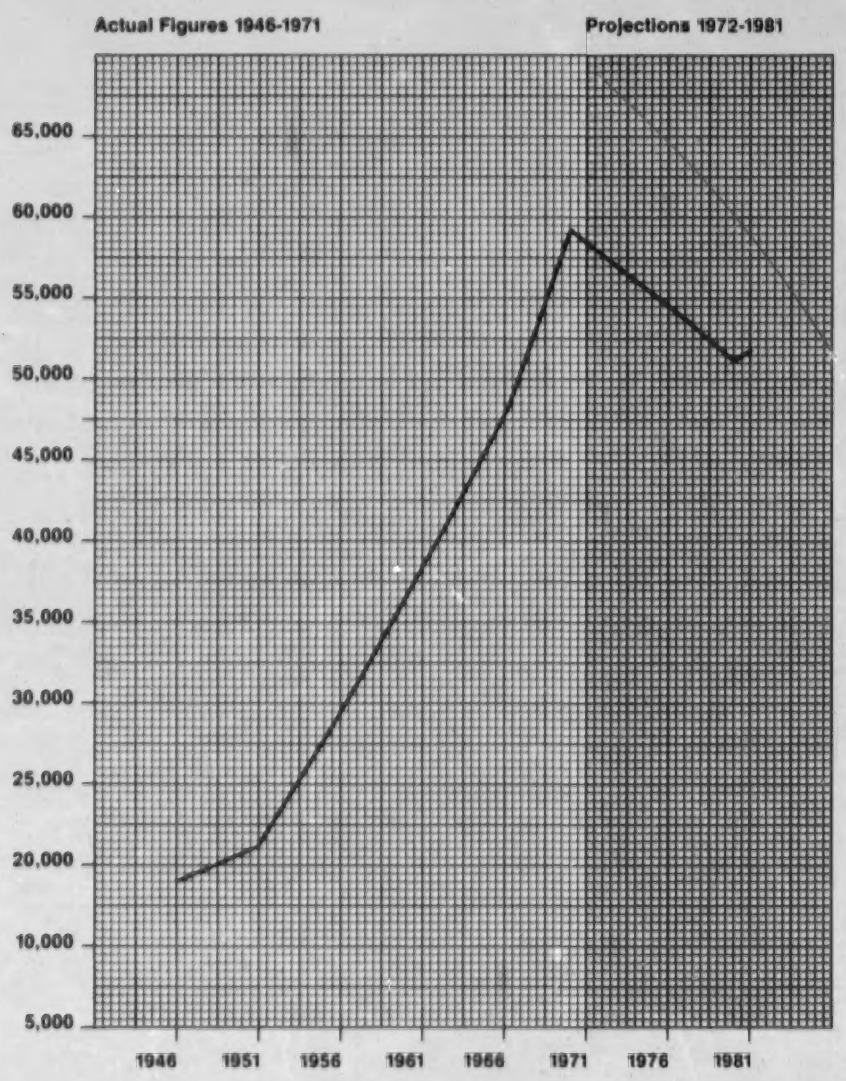
Graph 2 Enrolment in Elementary Schools, 1946-1981



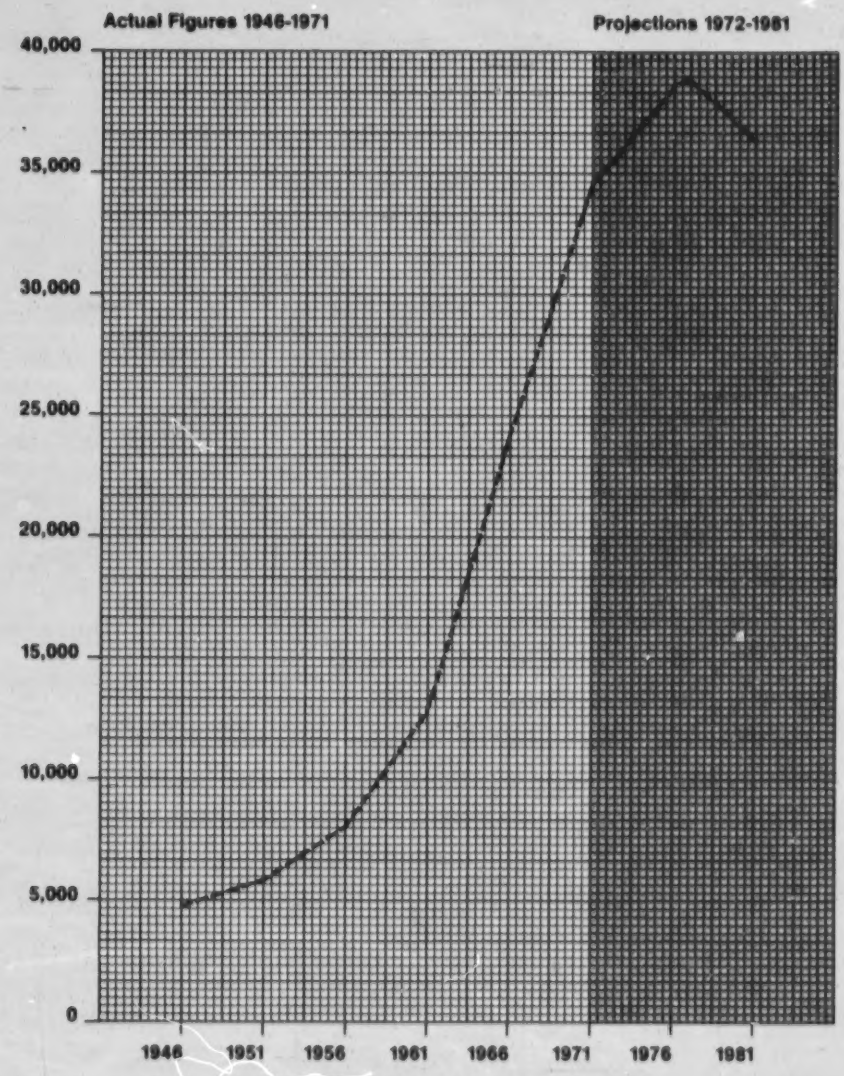
Graph 3 Enrolment in Secondary Schools, 1946-1981



Graph 4 Elementary School Teachers, 1946-1981

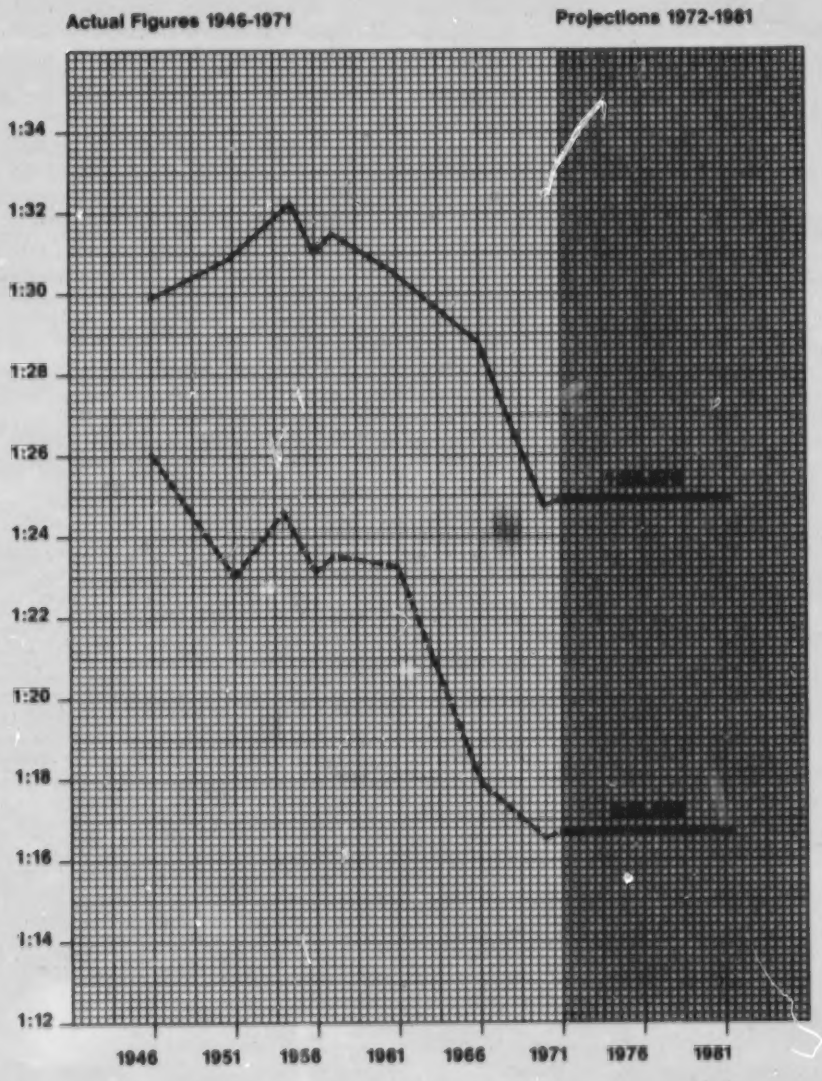


Graph 5 Secondary School Teachers, 1946-1981

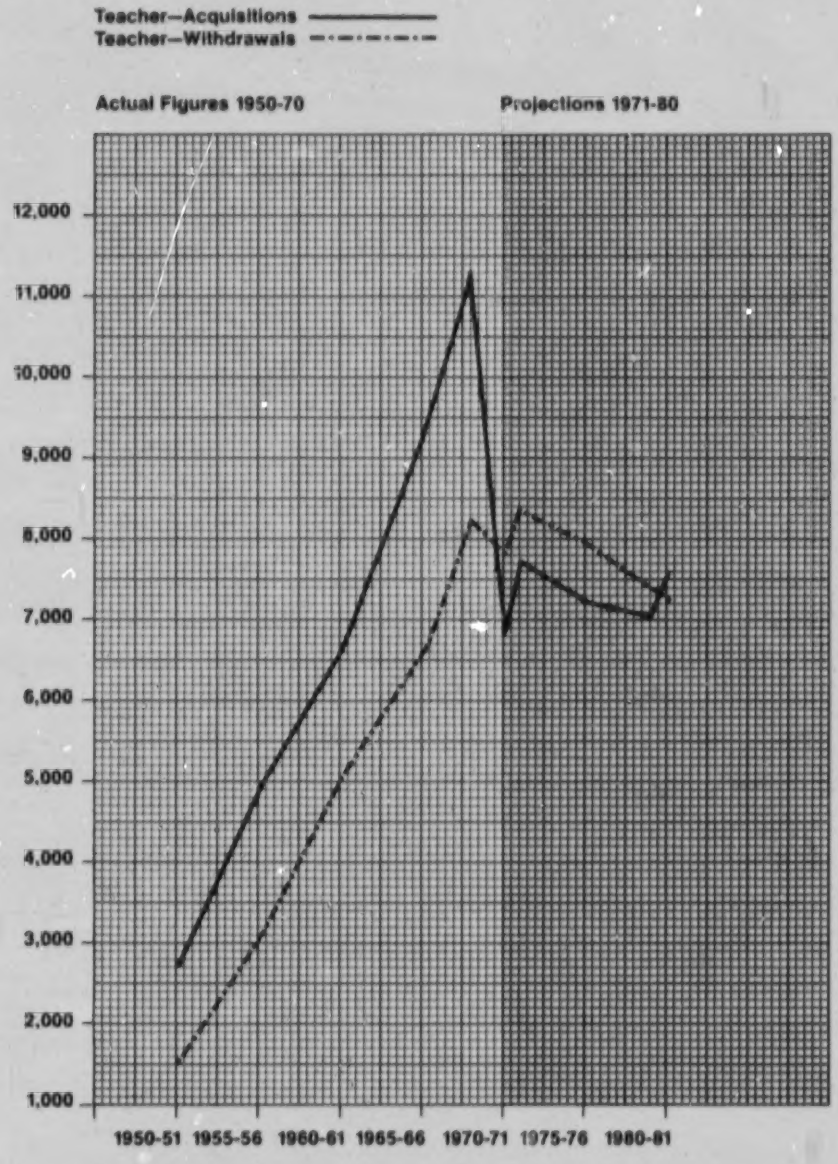


Graph 6 Teacher: Pupil Ratio, 1946-1981

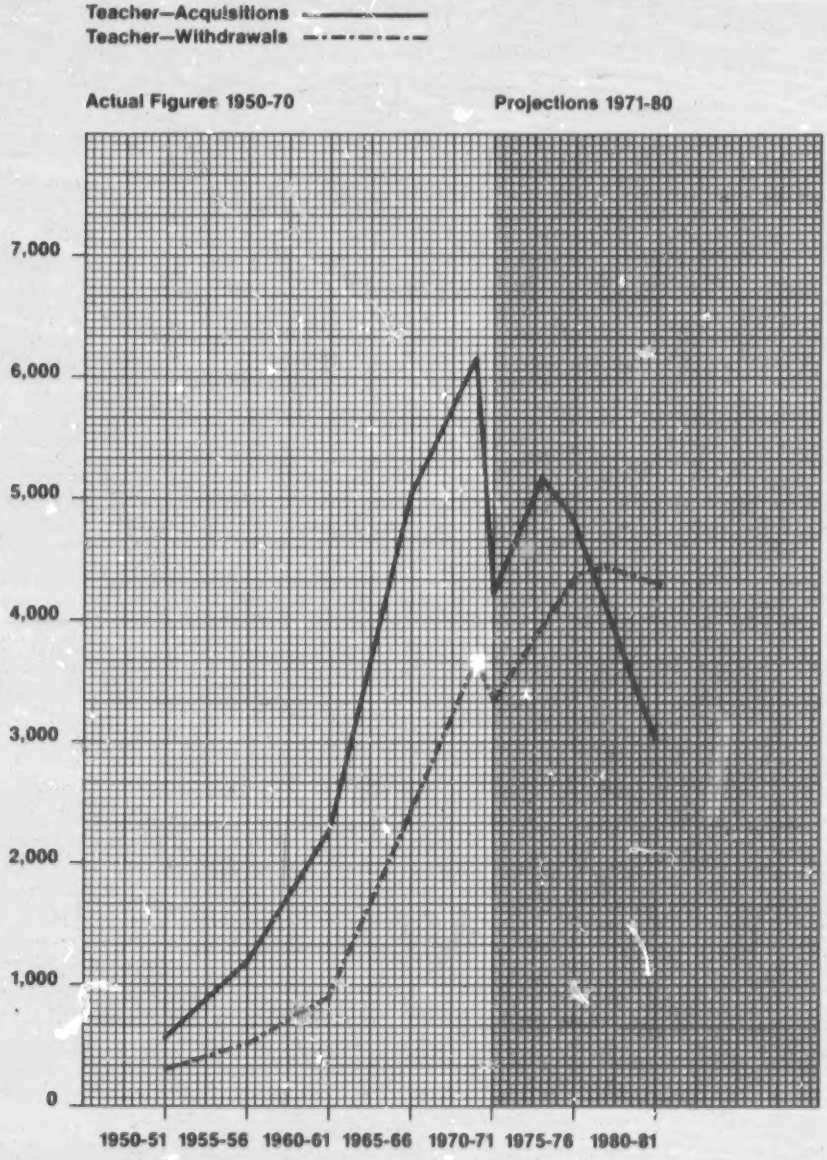
Elementary ————
Secondary - - - - - -



Graph 7 Elementary School Teachers—Withdrawals and Acquisitions, 1950-1980

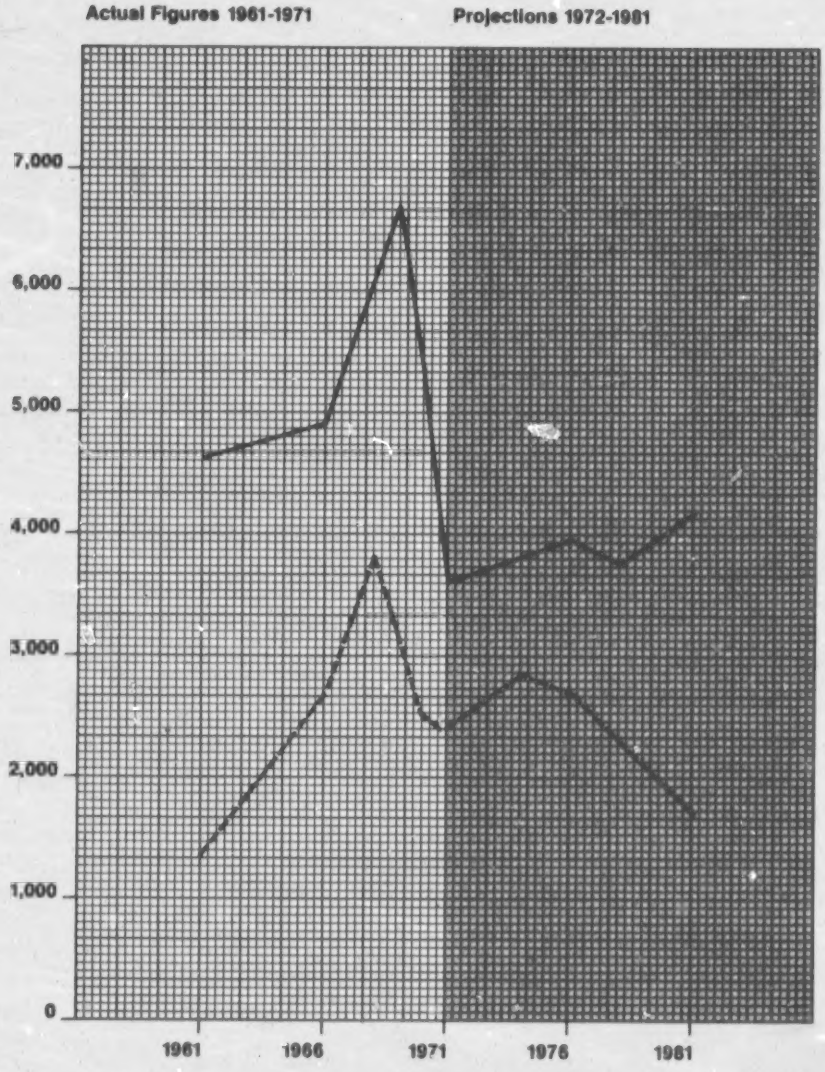


Graph 8 Secondary School Teachers—Withdrawals and Acquisitions, 1950-1980

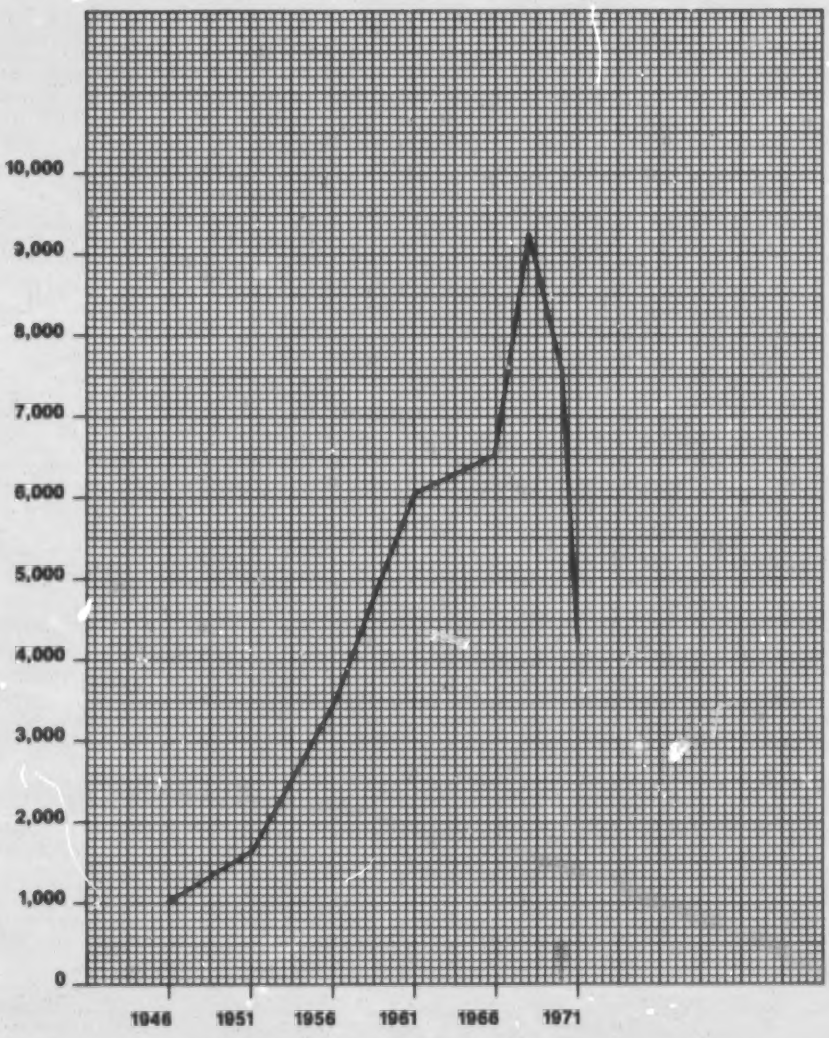


Graph 9 Acquisitions of New Graduates, 1961-1981

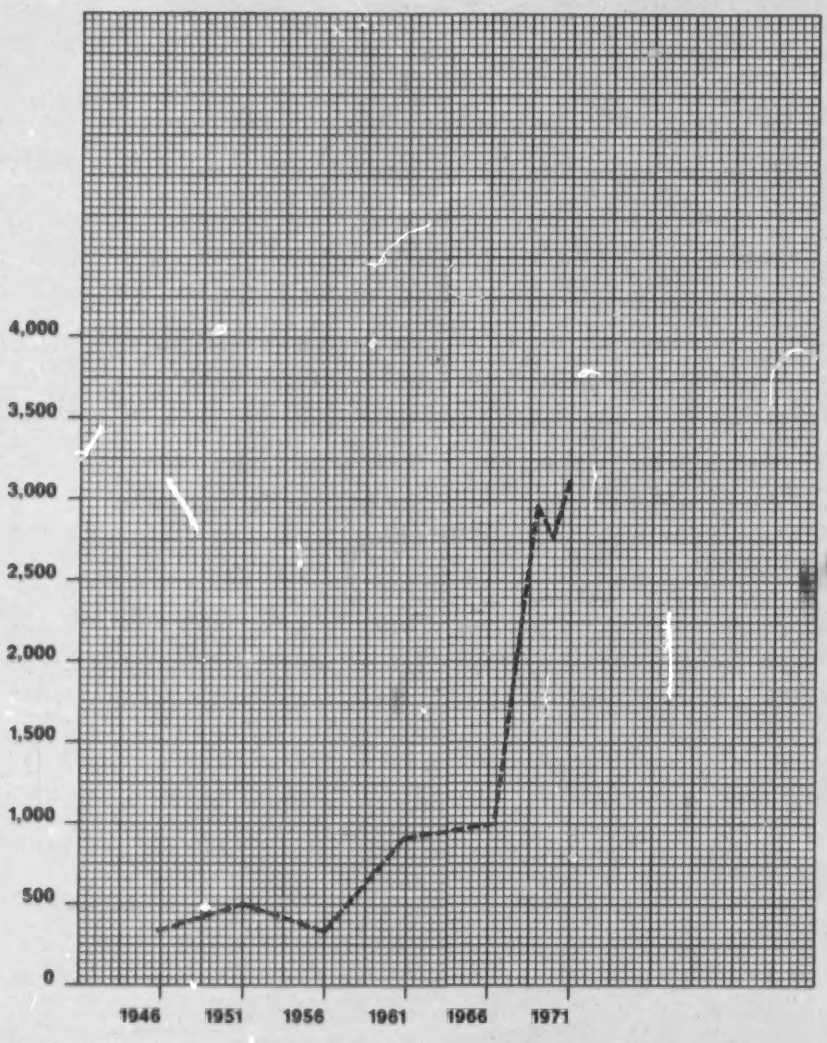
Elementary ——————
Secondary - - - - - - - - -



Graph 10 Enrolment in Teacher Education Institutions, 1946-1971 (Elementary)



Graph 11 Enrolment in Teacher Education Institutions, 1946-1971 (Secondary)



RECOMMENDATIONS

We recommend:

A. *Number of Teacher Education Institutions*

Recommendation 1
That the Stratford Teachers' College be closed at the end of the current academic session, 1971-72; (See pp. 69, 92-93)

Recommendation 2
That the Peterborough Teachers' College be closed at the end of the current academic session, 1971-72; (See pp. 70, 94-96)

Recommendation 3
That the Ottawa Teachers' College be closed at the end of the academic session, 1972-73; (See pp. 70-71, 97-98)

Recommendation 4
That the Hamilton Teachers' College be closed at the end of the academic session, 1972-73; (See pp. 71-72, 99-100)

Recommendation 5
That the London Teachers' College be integrated on July 1, 1972, with Althouse College of Education in a Faculty of Education in The University of Western Ontario to train both elementary and secondary teachers in the one Faculty; (See pp. 72, 101-104)

Recommendation 6
That the Toronto Teachers' College be integrated on July 1, 1972, with the College of Education, University of Toronto, in a Faculty of Education in the University of Toronto to train both elementary and secondary teachers in the one Faculty; (See pp. 72-73, 105-108)

Recommendation 7
That the North Bay Teachers' College be integrated on July 1, 1972, with Nipissing College in a Faculty of Education to train elementary teachers only; (See pp. 73-74, 109)

Recommendation 8
That the Sudbury Teachers' College be integrated on July 1, 1972, with Laurentian University in a Faculty of Education to train elementary teachers only for the bilingual elementary schools; (See pp. 74-75, 110-111)

Recommendation 9
That the Faculty of Education, University of Ottawa, continue to train elementary teachers for the bilingual elementary schools and French-speaking teachers for the secondary schools; (See pp. 75, 112-113)

Recommendation 10
That the Faculty of Education, Lakehead University, continue to train both elementary and secondary school teachers; (See pp. 75, 114-115)

Recommendation 11
That the McArthur College, Faculty of Education, Queen's University, offer a program beginning in September, 1972, to train elementary school teachers as well as secondary school teachers; (See pp. 76, 116-117)

Recommendation 12
That the Faculty of Education, York University,

(a) train in one Faculty of Education elementary school teachers, secondary school teachers, and teachers for the areas of special education, and that York University offer the only programs leading to certification in the latter areas;

(b) train secondary school teachers in a consecutive type program for a period of four years until the first students have moved through the concurrent type program; (See pp. 76-77, 118-119)

Recommendation 13
That the College of Education, Brock University, continue to train elementary school teachers; (See pp. 77, 120-121)

Recommendation 14
That the Faculty of Education, University of Windsor, continue to train elementary school teachers; (See pp. 77, 122)

B. *Disposal of Buildings and Sites No Longer Required*

Recommendation 15
That consideration be given to the cultural and educational uses which the Stratford Shakespearean Festival might make of the building and site of the Stratford Teachers' College; (See pp. 77-78)

Recommendation 16
That consideration be given to disposal by sale of the building and site of the Peterborough Teachers' College; (See p. 78)

Recommendation 17
That consideration be given to the disposal by sale of the building and site of the Ottawa Teachers' College; (See p. 78)

Recommendation 18
That the possibility of transfer of the Hamilton Teachers' College building and site to McMaster University be explored; (See p. 78)

Recommendation 19
That the building and site of the present North Bay Teachers' College be disposed of as may be deemed appropriate; (See p. 78)

C. *Disposal of Educational Equipment, Libraries, etc., No Longer Required*

Recommendation 20

That the Department of Education transfer the educational equipment, library books and materials, etc., at the Stratford Teachers' College, the Peterborough Teachers' College, the Ottawa Teachers' College, and the Hamilton Teachers' College to the continuing teacher education institutions in the universities after consultation with the latter institutions and in accordance with their needs and desires, and that a concerted effort be made to preserve the historical artifacts, paintings donated by student groups, etc.; (See p. 79)

D. *Staff*

Recommendation 21

That the staff at each of the four Teachers' Colleges be informed promptly of the decision to close the Colleges on the dates recommended and that they be advised that they will be given preference for positions within the Department of Education or other departments of government within the Public Service for which their experience and qualifications fit them while at the same time affording them time to apply for vacant positions outside the Public Service; (See pp. 79-80)

E. *Practice Teaching*

Recommendation 22

That payment to Associate Teachers for practice teaching be discontinued at the end of the current academic session, 1971-72, that in the selection of an Associate Teacher emphasis be placed on the special professional competence of the person chosen, that the contribution of Associate Teachers to the teacher education program be recognized by appointment to the staff of the faculty of education as Associate Teachers, that their names be included in the calendar of the teacher education institution, and that consideration be given to other possible forms of professional recognition. (See pp. 80-81)

Recommendation 23

That payments by teacher education institutions to principals, department heads, secretaries, and school boards in connection with the administration of practice teaching for students of the teacher education institutions be discontinued at the end of the current academic session, 1971-72; (See p. 81)

Recommendation 24

That payment to students in the teacher education institutions for room and board and travel during weeks of practice teaching be discontinued at the end of the current academic session, 1971-72, and that, in future, these costs be a recognized part of the student's expenses for which he is responsible in connection with his professional program; (See p. 81)

F. *Student Fees and Bursaries*

Recommendation 25
That regular student fees be charged in all teacher education institutions, where this is not already the practice, effective with the academic session, 1973-74; (See pp. 81-82)

Recommendation 26
That the bursary of $500 automatically paid to each student who enrols in a teacher education program in a university be discontinued at the end of the academic session, 1972-73; (See p. 82)

G. *Programs*

Recommendation 27
That the Elementary School Option presently open to candidates working towards an Interim High School Assistant's Certificate in certain teacher education institutions be discontinued at the end of the current academic session, 1971-72, and that each candidate for a basic certificate be required to take a course designed to give the candidate knowledge of the level other than that for which his area of concentration is intended to prepare him. (See pp. 82-83)

Recommendation 28
That no further approval be given for the provision of facilities to train teachers for the Vocational and Occupational areas until the facilities now available in existing institutions are fully utilized; (See p. 84)

Recommendation 29
That the heads of the teacher education institutions preparing secondary school teachers co-ordinate their programs to avoid small enrolments in various subject areas and so that it will be possible to concentrate enrolments in particular institutions for subjects where there are limited numbers of teachers in training. (See p. 84)

H. *Department of Education Organization for Teacher Education*

Recommendation 30
That the transfer to the teacher education institutions of responsibility for the remaining summer courses for teachers conducted by the Department of Education be completed prior to the summer of 1973; (See pp. 84-85)

Recommendation 31
That winter courses for teachers now conducted by local school boards, after approval for certification purposes by the Department of Education, be phased out as soon as possible and that teachers wishing to pursue higher academic and professional qualifications be encouraged to do so through extension and summer courses offered by the universities and their faculties of education; (See p. 85)

Recommendation 32
That the Professional Development Section of the Teacher Education Branch of the Department of Education be discontinued as a separate section and that the functions and staff be part of one organization known as the Teacher Education Branch; (See pp. 85-86)

Recommendation 33
That the official staff in the Teacher Education Branch be reduced correspondingly as the four Teachers' Colleges are closed, the other four Teachers' Colleges are transferred to the universities, and as the responsibility for summer and winter courses is transferred to the Colleges of Education and Faculties of Education so that by June, 1973, there will be two officials remaining to provide advice regarding teacher education and liaison with the teacher education institutions; (See p. 86)

Recommendation 34
That, on the closing of the four Teachers' Colleges, completion of the transfer of the four other Teachers' Colleges, and transfer of responsibility for the summer and winter courses, the existing Teacher Education Branch be discontinued as a separate entity and responsibility for advice and liaison in the area of teacher education be established in a Teacher Education Section of the Curriculum Branch of the Department of Education. (See pp. 86-87)

RECOMMENDATIONS: EXPLANATION AND BASIS FOR CONCLUSIONS

A. *Number of Teacher Education Institutions*

Recommendations 1-4

There are 6,905 places for teacher education students at the elementary level. The enrolment in 1971-72 is 4,196. The occupancy is, therefore, 61 per cent of capacity. The projected need for new graduates is a maximum of 4,386 in 1972-73 and, thereafter, there is a decline to a low of 3,752 in 1978-79. These figures are considered to be the maximum numbers of new graduates who will be required to staff the schools. If the need for new graduates is placed at 4,300 each year and if a wastage factor of 10 per cent is applied, the total enrolment would be 4,730. The excess capacity of places over maximum need is, therefore, 2,175 places.

Table 10 shows a capacity of 200 places in each of the Stratford Teachers' College and the Peterborough Teachers' College for a total of 400 places. At the Ottawa Teachers' College, there is a rated capacity of 700. The three institutions total 1,100 places. Hamilton Teachers' College has a capacity of 720. Added to the other figures, the four institutions provide 1,820 places.

Recommendation 1:

It is recommended that the Stratford Teachers' College be closed at the end of the current academic session, 1971-72.

The Stratford Teachers' College no longer provides adequate or suitable accommodation for a modern teacher education program which has as its objective the preparation of teachers for quality education in the elementary schools. The geographic area from which it draws its students can be easily served by the London Teachers' College where there is more than enough accommodation for the total student body of both institutions. The building in London is a modern structure with up-to-date facilities and equipment. It is not often that it is possible to eliminate a program such as that provided at the Stratford Teachers' College and thereby improve the educational program. In this case, the possibility exists not only because of the improved facilities and equipment elsewhere but also because the Stratford Teachers' College is not now a viable operation and there is little or no likelihood that it can reach that level in the foreseeable future. In addition, it cannot be integrated with a university so that the students can have the advantages of that association nor can a program embracing both elementary and secondary teacher education in a Faculty of Education be provided in the Stratford setting. For these reasons we are recommending that the College be closed at the end of the present academic session, 1971-72.

Recommendation 2:

It is recommended that the Peterborough Teachers' College be closed at the end of the current academic session, 1971-72.

The existing building of the Peterborough Teachers' College is similar in design, structure, and age to the Stratford Teachers' College and all of what has been stated about the latter is equally applicable to the former. It, too, is obsolete and outmoded in terms of the facilities it provides. The enrolment of 136 is the lowest in the Province and the staff:student ratio is 1:9.07. It is not a viable operation either educationally or economically. The students who come from the geographic area can easily be accommodated in other teacher education institutions, particularly in the Faculty of Education at Queen's University, if our recommendation is accepted that a program for the education of elementary school teachers be added there. Students would then have the advantages of the university association as well as the benefits that come from educating both elementary and secondary teachers in the same Faculty of Education. We are, therefore, recommending that the Peterborough Teachers' College be closed at the end of the current academic session, 1971-72.

Recommendation 3:

It is recommended that the Ottawa Teachers' College be closed at the end of the academic session, 1972-73.

The Ottawa Teachers' College building is the oldest in use in the Province, having been opened in 1875. It has all the limitations, in so far as facilities for teacher education are concerned, of a structure of that age. Its inadequacies have long been recognized and plans have been formulated from time to time to replace it. For various reasons these plans did not result in a new building at the time when high enrolments might have justified the provision of a new facility. Under the new circumstances which now exist and with the necessity for high quality teacher preparation, with which we are in agreement, the continued use of the existing building cannot be justified.

At the same time, the enrolment of 311 is the lowest since 1955-56 and is much less than half the enrolment of 840 in 1970-71. The staff:student ratio is 1:9.71. Again, if our recommendation is accepted that 350 places be provided for the education of elementary teachers in the Faculty of Education at Queen's University, there will no longer be a need for the Ottawa Teachers' College. While it draws its students largely from the Ottawa region and the eastern part of the Province, the area it serves does extend as far west as Kingston. The Faculty of Education at Queen's University already serves this district in the preparation of secondary school teachers. Our view is that both levels should be served by the one institution, again providing teacher education in a university setting with the opportunity for elementary and secondary teachers to be educated in the same Faculty of Education.

We are recommending that the effective date for the closing of the Ottawa Teachers' College be at the end of the academic session, 1972-73, for a number of reasons. First, any increase in enrolment for the session, 1972-73,

because it is the last year in which those with less than the Bachelor's degree can be admitted to teacher education, will have been accommodated. Secondly, the Faculty of Education at Queen's University will have been given time to develop its elementary teacher education program for a relatively small enrolment resulting from the closing of the Peterborough Teachers' College at the end of the current session, 1971-72. It will then be in a better position to provide for the additional increased enrolment resulting from the closing of the Ottawa Teachers' College at the end of the 1972-73 session. Thirdly, with the increased requirement of the Bachelor's degree for admission for 1973-74, it is considered that the Faculty of Education at Queen's can accommodate all those who would have attended the Peterborough Teachers' College and the Ottawa Teachers' College in subsequent years if these institutions were to have remained in operation.

Recommendation 4:
It is recommended that the Hamilton Teachers' College be closed at the end of the academic session, 1972-73.

The Hamilton Teachers' College is an excellent building, located on a site adjoining the McMaster University campus. It is some 35 miles from the new building of the College of Education, Brock University, in St. Catharines, which was opened in 1970. While the Hamilton Teachers' College has a capacity for 720 students, its present enrolment is 439. The capacity of the building at Brock University is 430 with an enrolment of 118. Consequently, the total capacity is 1,150 with an enrolment of 548. The two institutions are so close together that the continued operation of both means that neither institution is any longer a viable operation for teacher education. We have, therefore, concluded that one of them ought to be closed.

After a full consideration of all the factors involved, we have decided that the College of Education, Brock University, ought to be continued and developed into a wholly viable operation with maximum use of its facilities. It is located on a site on the University campus which lends itself to a full integration of program and facilities and which provides ample space for any needs which may develop in the future. The University has already accepted responsibility for the preparation of elementary teachers so that a considerable degree of integration has been achieved. As an added dividend, a full utilization of facilities in the College of Education will contribute to the viability of Brock University itself.

The Hamilton Teachers' College is still operated by the Department of Education. While studies have been made over a period of years, no decision to transfer responsibility for the preparation of elementary school teachers to McMaster University has been made. It is most unlikely that it will be necessary to increase the provision for the preparation of secondary school teachers at this location so that the University's interest in this level of teacher education cannot be satisfied. Since transfer and integration of the program for elementary teachers have already been achieved at Brock Uni-

versity, it is considered that the Hamilton Teachers' College should be closed at the end of the academic session, 1972-73.

The reason for deferring the closing of the Hamilton College until next year is to provide for any increased enrolment which may result because of those who may wish to take advantage of the last opportunity to attend a teacher education institution before the requirement of the Bachelor's degree is implemented.

Recommendations 5-8

Recommendation 5:
It is recommended that the London Teachers' College be integrated on July 1, 1972, with Althouse College of Education in a Faculty of Education in The University of Western Ontario to train both elementary and secondary teachers in the one Faculty.

The London Teachers' College operated by the Department of Education and Althouse College of Education, The University of Western Ontario, are located on sites situated quite near each other. Each is operating as a separate entity at the present time. Both buildings are new and modern in almost every respect. The design and type of construction are similar and consistent with those of the other buildings on the campus of the University. Althouse College is encountering some problems of accommodation for its enrolment of 762 teachers preparing for secondary school teaching while the London Teachers' College has excess space because of its limited enrolment. A better utilization of all facilities could be achieved under one administration in a Faculty of Education.

The objectives of transferring teacher education to the universities and of providing for the education of both elementary and secondary school teachers in one faculty can both be realized if the London Teachers' College is transferred to the University. This matter has been under consideration for a number of years and it now seems appropriate that an agreement should be concluded so that the integrated development can proceed at the earliest possible date. In our view, the proposed arrangement should take effect on July 1, 1972.

Recommendation 6:
It is recommended that the Toronto Teachers' College be integrated on July 1, 1972, with the College of Education, University of Toronto, in a Faculty of Education in the University of Toronto to train both elementary and secondary teachers in the one Faculty.

The Toronto Teachers' College operated by the Department of Education is located on a site on Carlaw Avenue in the Borough of East York in Metropolitan Toronto some five miles from the site of the College of Education, University of Toronto, on Bloor Street West. Both institutions have enrolments which utilize all their facilities with the College of Education having to lease some additional accommodation in nearby buildings. Plans have been under consideration for a number of years whereby alterations and

renovations would be made to the existing College of Education building and an addition provided to accommodate the greatly increased enrolments of recent years.

While the problems of enrolment encountered by the College of Education in the past have been difficult to solve, the establishment of additional secondary school teacher education institutions has taken some of the strain from the College. The establishment of the Faculty of Education at York University will ultimately relieve the situation and will result in a division of the responsibility for the education of secondary school teachers in the Metropolitan area. It should also result in some reduction in the numbers now preparing for elementary school teaching at the Toronto Teachers' College.

With York University having taken over the program at the Lakeshore Teachers' College, we believe that the best arrangement for the future conduct of the Toronto Teachers' College should be by integration with the College of Education into a Faculty of Education in the University of Toronto. Any difficulties which might arise because of the geographic distance between the two sites should be capable of resolution when the two institutions are within one faculty. The University of Toronto has had considerable success in working out problems of this type in its administration of Scarborough College and Erindale College, both of which are more remote from the main campus than the Toronto Teachers' College.

An integration in one Faculty of Education would result in better utilization of staff of the two present institutions and would help to realize the advantages that come from the preparation of teachers at both levels in one organizational unit. For example, the Institute for Child Study now integrated with the College of Education and the Primary Specialist program in the Toronto Teachers' College are resources whose staffs should have the advantages of close association in some overall organizational structure.

We have given consideration to other possible means of integration of elementary and secondary teacher education and have concluded that efforts ought to be made to reach agreement between the University of Toronto and the Department of Education for the transfer of the Toronto Teachers' College, effective July 1, 1972.

Recommendation 7:
It is recommended that the North Bay Teachers' College be integrated on July 1, 1972, with Nipissing College in a Faculty of Education to train elementary teachers only.

The North Bay Teachers' College was established in 1909 to serve the needs of Northern Ontario for elementary school teachers. Until the Lakehead Teachers' College was established in 1960, it was the only teacher education institution north of Toronto to the Manitoba boundary. It continues to serve a vast area north and west of North Bay. Geographic factors and a scattered population may for some time limit the enrolment but these same factors necessitate the continuation of an institution for the education of

elementary school teachers at North Bay even if it is not as viable as institutions in more populous areas.

It has been realized for several years that the original building occupied by the College was no longer adequate for a modern teacher education program. A North Bay Education Centre is being developed on a beautiful, new site. It will embrace facilities for Cambrian College of Applied Arts and Technology (North Bay Campus), the North Bay Regional School of Nursing, Nipissing College, and the North Bay Teachers' College. By combining the accommodation for the present four educational units on one site, it will be possible to provide facilities for their joint use which they would otherwise have been unable to secure. The educational and economic advantages to be realized by the four constituent institutions being associated on one site are considerable. It is anticipated that the new facilities will be ready for occupancy in September, 1972.

Over a period of more than three years the planning for the Education Centre has been done by a joint committee representative of the four groups involved. This planning anticipated a close association between Nipissing College, which offers courses in the liberal arts, and the North Bay Teachers' College. It seems appropriate that the relationship should be formalized by the creation of a Faculty of Education before the move to the new campus. It is our understanding that Nipissing College favours such a development. We are, therefore, recommending that this be done, effective July 1, 1972.

While the general principle is accepted that elementary and secondary school teachers should be educated in the same Faculty of Education, such an arrangement for the preparation of secondary school teachers is neither necessary nor feasible at North Bay at the present time. We are, therefore, recommending that the program in the Faculty of Education be confined to the preparation of elementary school teachers.

Recommendation 8:
It is recommended that the Sudbury Teachers' College be integrated on July 1, 1972, with Laurentian University in a Faculty of Education to train elementary teachers only for the bilingual elementary schools.

Laurentian University in Sudbury is one of the new institutions of higher education established in the early 1960's to meet the demands of increasing enrolments and the desire for a university in the northeastern part of the Province. The Sudbury Teachers' College for the preparation of elementary school teachers for bilingual classes was opened in 1963 and was housed in temporary quarters until a new building could be erected. A site was provided on the Laurentian campus and a fine new building was opened in 1969-70. The design and construction are consistent with the overall requirements for the development of the Laurentian campus.

From the outset Laurentian University was seen as a bilingual institution and a number of courses are offered in both languages. The Sudbury Teachers' College by its very nature is a French-language institution since it is preparing elementary school teachers for bilingual classes. It is considered

that the College could make a substantial contribution to the University if it were an integral part of it within a Faculty of Education of Laurentian and that it could profit from the association with the wider constituency of the total university. We recommend, therefore, that the transfer of the Sudbury Teachers' College to a Faculty of Education in Laurentian University be made, effective July 1, 1972.

It is our view that the Faculty of Education, when it is established, should continue to train elementary school teachers for service in bilingual classes only. It is important that these teachers be educated, in so far as possible, in a French-speaking educational and cultural milieu. The building plans already developed for the Faculty of Education at the University of Ottawa will provide an adequate amount of space for the education of French-speaking secondary school teachers for the next few years. Consequently, it is our view that the Faculty of Education in Laurentian University should not extend its program to the secondary level until it is evident that the facilities in the University of Ottawa are fully utilized and that there is a demonstrated need beyond the capacity of the latter institution to fulfil.

Recommendations 9-14

Recommendation 9:
It is recommended that the Faculty of Education, University of Ottawa, continue to train elementary teachers for the bilingual elementary schools and French-speaking teachers for the secondary schools.

The Teacher Education Section of the Faculty of Education, University of Ottawa, was created when the University of Ottawa Teachers' College was transferred from the Department of Education in 1969. It prepares teachers for the elementary bilingual classes. In addition, it has begun a program for the preparation of French-speaking secondary school teachers. It is our view that the building plans which exist for the proper conduct of these programs ought to be implemented as soon as possible. It is also our view that these programs ought to be provided, in so far as possible, in an educational and cultural milieu conducive to their success. We recommend therefore, that the institution confine its programs to the two which it is now conducting.

Recommendation 10:
It is recommended that the Faculty of Education, Lakehead University, continue to train both elementary and secondary school teachers.

The Faculty of Education, Lakehead University, is offering programs at the two levels for students from the great geographic area of north-western Ontario. Even though greater numbers would increase the viability of the operation, it is essential that a teacher education institution continue to offer programs for teachers preparing to teach at the elementary level or at the secondary level. Considerable progress has been made in the development of concurrent programs which will likely increase the enrolments in the future. We recommend that the provision for the existing programs be continued.

Recommendation 11:

It is recommended that the McArthur College, Faculty of Education, Queen's University, offer a program beginning in September, 1972, to train elementary school teachers as well as secondary school teachers.

McArthur College of Education, Queen's University, was established to train secondary school teachers. It has a capacity for 900 students which can, with the provision of a few additional offices, be increased to 950 students. This year it has an enrolment of 631, all of whom are in the consecutive program. To achieve the integration of programs for teachers at the elementary and secondary levels, it is recommended that 600 places be retained for those proceeding to secondary school teaching and that 350 places be designated for those preparing for elementary school teaching. If this decision is made now, it will permit provision to be made in 1972-73 for students from the Peterborough area. At full capacity, provision could be made in 1973-74 for students who might formerly have gone to the Ottawa Teachers' College. We recommend that the suggested program be implemented and emphasize the urgency of a decision in this matter.

Recommendation 12:

It is recommended that the Faculty of Education, York University,

(a) train in one Faculty of Education elementary school teachers, secondary school teachers, and teachers for the areas of special education, and that York University offer the only programs leading to certification in the latter areas;

(b) train secondary school teachers in a consecutive type program for a period of four years until the first students have moved through the concurrent type program.

York University assumed responsibility for the Lakeshore Teachers' College in 1971. It will also develop programs in its Faculty of Education for the preparation of secondary school teachers and teachers in the areas of special education who will work with the emotionally disturbed, the neurologically impaired, the trainable and educable retarded, the blind, the deaf, the orthopaedically handicapped, etc.

In the latter areas, it seems essential that the development of programs for teachers be confined to one Faculty of Education because of the small enrolments which, at least in the early stages, are likely to enter the various specialties. In addition, staff and financial resources should be concentrated in one place so that an institution of first quality can be developed. It is also considered important that programs in these areas be conducted in conjunction with other teacher education programs for elementary and secondary school teachers.

While it is understood that York University proposes to develop concurrent programs for teacher education, it should be pointed out that unless a consecutive program is also offered in the next four years, there will be no secondary school teachers graduating from the University until 1976 at the earliest. By that time, the peak need for secondary school teachers in the

1970's will have passed. It is recommended, therefore, that York University be given encouragement to provide a consecutive program which might be reduced in numbers over a four-year period as the concurrent program develops and expands.

Recommendation 13:
It is recommended that the College of Education, Brock University, continue to train elementary school teachers.

Brock University assumed responsibility for the teacher education program at St. Catharines Teachers' College in 1971 and established a College of Education to conduct the program. Its enrolment of 118 this year means that it is not a viable operation at the present time. Our other recommendation regarding the closing of the Hamilton Teachers' College after 1972-73 will overcome this problem. It is our view that the College of Education should confine its programs to the preparation of elementary school teachers until it has been in operation for a number of years and until it can be demonstrated that there is a need for additional facilities for the preparation of secondary school teachers.

Recommendation 14:
It is recommended that the Faculty of Education, University of Windsor, continue to train elementary school teachers.

The University of Windsor assumed responsibility for the preparation of elementary school teachers in a Faculty of Education in 1970. The Faculty prepares teachers for the schools in the south-western part of the Province. The University which had its beginnings in the last century is a well established institution. The Committee understands that the University is now in the process of considering its total teacher education program but in the interim it should continue to offer the program for the preparation of elementary teachers.

B. *Disposal of Buildings and Sites No Longer Required*

Recommendations 15-19

Recommendation 15:
It is recommended that consideration be given to the cultural and educational uses which the Stratford Shakespearean Festival might make of the building and site of the Stratford Teachers' College.

Our recommendation to close the Stratford Teachers' College at the end of the academic session, 1971-72, will mean that the building and site will no longer be required for teacher education. It is assumed that a decision will have to be made regarding the future use of the property. While this matter may be only peripherally related to our terms of reference, we are of the opinion that consideration ought to be given to the uses which the Stratford Shakespearean Festival could make of the building and site. The park-like site would make an attractive addition to the Festival property which it ad-

joins. It is understood that the building has been used during the summers in past years for programs associated with the Festival.

The Stratford Shakespearean Festival has made a significant contribution to the quality and dimensions of the English program in the secondary schools through its performances for groups of students from many parts of the Province. Any action which would support or assist in the extension of that program is in our view worthy of support.

Recommendation 16:
It is recommended that consideration be given to disposal by sale of the building and site of the Peterborough Teachers' College.

Our recommendation that the Peterborough Teachers' College be closed at the end of the academic session, 1971-72, will release this property. It includes a whole city block in a residential area except for one lot on which a private home is located. The site has beautiful trees and is park-like in nature. We are of the opinion that consideration might be given to disposal by sale of the building and site.

Recommendation 17:
It is recommended that consideration be given to the disposal by sale of the building and site of the Ottawa Teachers' College.

Our recommendation that the Ottawa Teachers' College be closed at the end of the academic session, 1972-73, will make this property in downtown Ottawa available for other purposes. Its location means that the site is very valuable. It is our view that disposal by sale could realize a substantial sum.

Recommendation 18:
It is recommended that the possibility of transfer of the Hamilton Teachers' College building and site to McMaster University be explored.

Because of its location adjoining the campus of McMaster University, the Hamilton Teachers' College seems to be almost an integral part of the University property. Our recommendation that the Hamilton Teachers' College be closed at the end of the academic session, 1972-73, will mean that the property will no longer be required for teacher education. Because of its proximity to the University, and the fact that it was designed and used as an educational institution, we are of the view that the possibility of transferring the building and site to McMaster University ought to be explored.

Recommendation 19:
It is recommended that the building and site of the present North Bay Teachers' College be disposed of as may be deemed appropriate.

When the North Bay Teachers' College moves to its new facilities in 1972, the present building and site will no longer be required for teacher education. The present location is in the central part of North Bay adjoining a park. It is not clear to what use the property might be put so that we are not making any specific suggestion as to the manner of its disposal.

C. *Disposal of Educational Equipment, Libraries, etc., No Longer Required*

Recommendation 20:
It is recommended that the Department of Education transfer the educational equipment, library books and materials, etc., at the Stratford Teachers' College, the Peterborough Teachers' College, the Ottawa Teachers' College, and the Hamilton Teachers' College to the continuing teacher education institutions in the universities after consultation with the latter institutions and in accordance with their needs and desires, and that a concerted effort be made to preserve the historical artifacts, paintings donated by student groups, etc.

There are extensive professional libraries at each of the four Teachers' Colleges which we recommend be closed. In addition, there is a considerable amount of other equipment suitable for use in teacher education programs including projectors, tape recorders, audio-visual and television equipment, furniture, supplies, etc. The value of this material is considerable and particularly if it is directed towards uses for which it was intended. We recommend, therefore, that the Department of Education consult with the Faculties of Education and the Colleges of Education to determine if they can use the materials and, if so, that the Department of Education be empowered to make the transfer to these institutions as it may decide.

Each of the four Teachers' Colleges has collected materials of an historical nature which should be preserved. Included are paintings, some donated by student groups, records of the institution, correspondence of historical interest and, in the case of the Stratford Teachers' College, a stained glass window. Every effort should be made to see that these materials are preserved in places where they can be kept as part of the historical record of education in this Province.

D. *Staff*

Recommendation 21:
It is recommended that the staff at each of the four Teachers' Colleges be informed promptly of the decision to close the Colleges on the dates recommended and that they be advised that they will be given preference for positions within the Department of Education or other departments of government within the Public Service for which their experience and qualifications fit them while at the same time affording them time to apply for vacant positions outside the Public Service.

One of the matters which has given us much concern is the provision which can be made for staff at the four Teachers' Colleges which we have recommended be closed. It is our recommendation that they be advised that they will be given preference for positions within the Department of Education for which their experience and qualifications fit them. For example, any vacancies on the staffs of the Hamilton Teachers' College or the Ottawa Teachers' College for 1972-73 might be filled from the staff of the Stratford Teachers' College and the Peterborough Teachers' College. While any trans-

fers of this kind would only be temporary, they would provide a longer time for permanent positions to be secured. Other branches of the Department of Education where vacancies occur might give first consideration to staff from the Teachers' Colleges being closed. Other departments of government employing highly qualified teaching personnel might also give first consideration to Teachers' College staff.

Undoubtedly some members of the staffs of the Colleges to be closed will find new positions on the Faculties of Education in the universities while others will be engaged by local school boards in positions where their background of education and experience can be utilized to advantage. The Department of Education should give every possible assistance to staff members to enable them to secure comparable positions to those they have held in the Teachers' Colleges.

E. *Practice Teaching*

Recommendations 22-24

It is the view of the Committee that the inconsistencies and anomalies which exist in the payments to Associate Teachers, principals, department heads, secretaries, and student teachers in connection with practice teaching ought to be removed. The administrative work involved in making the payments is substantial because of the records which have to be kept and the large numbers of people who receive small amounts.

Recommendation 22:

That payment to Associate Teachers for practice teaching be discontinued at the end of the current academic session, 1971-72, that in the selection of an Associate Teacher emphasis be placed on the special professional competence of the person chosen, that the contribution of Associate Teachers to the teacher education program be recognized by appointment to the staff of the faculty of education as Associate Teachers, that their names be included in the calendar of the teacher education institution, and that consideration be given to other possible forms of professional recognition.

It is our view that the payments to Associate Teachers which began many years ago as a supplement to low salaries ought to be discontinued at all teacher education institutions at the end of the current academic session, 1971-72. It is our belief that those chosen to be Associate Teachers will be willing to undertake the work of assisting in the program of practice teaching as a contribution to the professional development of their future colleagues. Recognition should be given to the Associate Teachers on the basis that only those who excel in their work will be chosen to participate in the program, that Associate Teachers will hold appointments to the Faculty of Education or the College of Education from which they receive students, that such appointments will be listed in the calendar of the teacher education institution, and that Associate Teachers enjoy privileges such as use of library resources and attendance at summer courses without tuition. These sugges-

tions have been presented to us as possibilities and it may well be that other forms of recognition might be developed.

Recommendation 23:
It is recommended that payments by teacher education institutions to principals, department heads, secretaries, and school boards in connection with the administration of practice teaching for students of the teacher education institutions be discontinued at the end of the current academic session, 1971-72.

It is our view that the administration of the arrangements for students to do practice teaching ought to be seen as part of the overall administration of the schools. We feel certain that the staff and boards are not motivated to receive students for the small payments made to some of them by the teacher education institutions. We prefer to believe that they have a genuine desire to assist the student teacher to become a professional of the highest possible competence in the interests of the children whom he will later teach and with whom they will be associated.

Recommendation 24:
It is recommended that payment to students in the teacher education institutions for room and board and travel during weeks of practice teaching be discontinued at the end of the current academic session, 1971-72, and that, in future, these costs be a recognized part of the student's expenses for which he is responsible in connection with his professional program.

Again, there is dissimilar treatment of students in different institutions in the arrangements made for payment of transportation and board when they are out in the schools doing practice teaching. It is our view that payments in the five institutions where they are now made should be discontinued at the end of the academic session, 1971-72, and that in future any expenses which the student may incur while doing practice teaching should be considered his responsibility as part of the cost of his professional preparation. In the case of students who must secure financial assistance, the costs of transportation and board should be considered legitimate expenditures to be considered when the amount of assistance is being calculated.

F. *Student Fees and Bursaries*

Recommendations 25-26

Recommendation 25:
It is recommended that regular student fees be charged in all teacher education institutions, where this is not already the practice, effective with the academic session, 1973-74.

The payment of fees by students in teacher education programs in the Faculties of Education and Colleges of Education places these students in a similar position in this respect to other students in the universities, as they should be. At the same time, students in the Teachers' Colleges who are preparing for the same certification as those in elementary teacher education programs in the universities do not pay fees. There is no longer any justifica-

tion, on the basis of any shortage of teachers, for the continuance of the free tuition arrangement at the Teachers' College. Our recommendations regarding the closing of the four Teachers' Colleges and the transfer of the other four to the universities mean that for the academic session, 1973-74, all students in teacher education courses would be paying fees. It is for this reason that we are recommending that fees be paid by all students in 1973-74 rather than in 1972-73. In addition, the later date gives adequate notice of the change to those who might be considering application for a teacher education program.

Recommendation 26:
It is recommended that the bursary of $500 automatically paid to each student who enrols in a teacher education program in a university be discontinued at the end of the academic session, 1972-73.

The shortage of secondary school teachers which resulted in the introduction of the $500 bursary in the mid 1960's has been overcome, except possibly in a few subject areas. The payment of a bursary to students in teacher education courses places them in a preferred position in relation to most university students preparing themselves for service in other but comparable fields. It is our view that the bursary payment ought to be discontinued at the end of the academic session, 1972-73. When the transfer of the four Teachers' Colleges to the universities is complete in time for the academic session 1973-74, all students in teacher education programs will be in the same position in so far as the payment of fees and discontinuance of the $500 bursary are concerned. It is for this reason we are recommending that the bursary be terminated at the end of the academic session, 1972-73.

G. *Programs*

Recommendations 27-29

Recommendation 27:
It is recommended that the Elementary School Option presently open to candidates working towards an Interim High School Assistant's Certificate in certain teacher education institutions be discontinued at the end of the current academic session, 1971-72, and that each candidate for a basic certificate be required to take a course designed to give the candidate knowledge of the level other than that for which his area of concentration is intended to prepare him.

When the student who is preparing to be a secondary school teacher chooses the Elementary School Option, a question arises about the adequacy of the time devoted to preparation for either level. He is not able to acquire knowledge of the philosophy and methods of teaching the whole spectrum of subjects at the elementary level such as primary reading, music and art while he is endeavouring to prepare his areas of concentration at the secondary level as well. In addition, he will have a far too limited experience in teaching them in five weeks at each level. In any case, he will still begin teaching

at either the elementary or secondary level. It seems appropriate, therefore, that he ought to prepare himself to teach as well as he can at one level rather than spread his efforts too thinly in the early stages of his professional preparation.

The certificate to teach at the elementary level which the student secures by taking the Elementary School Option is not usually used in the initial stage of his teaching career. It would seem preferable, therefore, that he ought to secure a permanent certificate at the secondary school level and then by subsequent study and preparation extend his qualification to include the elementary level. The latter could be done by summer work and would be more meaningful in the light of his experience in teaching acquired at the secondary level.

In addition, in teacher education institutions offering only programs to prepare students as elementary school teachers, the whole year is devoted to preparation at the one level. Since candidates for elementary school teaching, beginning in 1973-74, will be required to have the Bachelor's degree, as they must now have to train for the academic areas of the secondary school, there is little doubt that the concentration on one level will produce better beginning teachers than can a program divided between the two levels. In any case, students in Faculties of Education or Colleges of Education offering the elementary teacher education program only do not have the opportunity to take the equivalent of the Elementary School Option at the secondary level.

Nothing that we have said about the Elementary School Option should be interpreted to mean that we do not support in every way the preparation of teachers for each of the elementary and secondary levels within the same Faculty of Education or College of Education where feasible. There are elements in the preparation for both levels that ought to be taken in common by all candidates and, indeed, it is our conviction that a course ought to be given to candidates at each level which would provide them with background and knowledge of the other level, so that they have insights into the continuum from the beginning of the elementary level to the end of the secondary level.

Neither should our views about the Elementary School Option be interpreted as disagreement with the concept of one teaching certificate provided it is valid at either the elementary or secondary level initially with the possibility that it can be extended to the other level based on successful teaching experience at the first level and the added professional background and knowledge which results in a teacher of excellence at both levels. We support, therefore, the view that opportunity ought to be provided for teachers to transfer from one level to the other and that provision ought to be made by local school systems to encourage such transfer.

Recommendation 28:
It is recommended that no further approval be given for the provision of facilities to train teachers for the Vocational and Occupational areas until the facilities now available in existing institutions are fully utilized.

There are already more facilities for the education of teachers for the Vocational and Occupational areas than are being utilized. It is our view that no further facilities should be provided until the present accommodation is fully utilized and until there is a demonstrated need for teachers in excess of the numbers who can be educated in the existing programs.

Recommendation 29:
It is recommended that the heads of the teacher education institutions preparing secondary school teachers co-ordinate their programs to avoid small enrolments in various subject areas and so that it will be possible to concentrate enrolments in particular institutions for subjects where there are limited numbers of teachers in training.

It is desirable to have a viable enrolment in each subject option, first, for educational reasons, and, secondly, in terms of the costs associated with the programs. While it will not always be possible to achieve these objectives, the offering of low enrolment courses at several institutions only compounds the problem. The formula method for payment of grants makes it undesirable financially for the institutions to operate classes of unnecessarily low enrolment. Unless there are valid educational reasons for the continuance of programs with low enrolments, they ought to be eliminated.

It is our view that the Deans of the Faculties of Education and Colleges of Education ought to work through their own organization to determine the programs to be offered by each institution in an endeavour to achieve an overall co-ordination of programs for the Province, so that there is no unnecessary duplication of offerings in areas of low enrolment. It is our view that the Deans are fully knowledgeable about the adjustments that may be necessary and that they have the knowledge and information as well as the motivation, to make the decisions required.

H. *Department of Education Organization for Teacher Education*

Recommendations 30-34

Recommendation 30:
It is recommended that the transfer to the teacher education institutions of responsibility for the remaining summer courses for teachers conducted by the Department of Education be completed prior to the summer of 1973.

With the development of Faculties of Education and Colleges of Education whose concern is teacher education and whose staff are prepared in this area, it is our view that the policy begun in 1971 of transferring summer courses for teachers to the universities should be accelerated to the point where all courses will have been transferred before the summer of 1973. This recommendation will remove from the Department of Education a responsibility

which it is bound to have difficulty in fulfilling and will place that responsibility with the institution designed to provide teacher education. It will also remove the possibility of duplication in administration and facilitate the staffing of summer courses.

Recommendation 31:
It is recommended that winter courses for teachers now conducted by local school boards, after approval for certification purposes by the Department of Education, be phased out as soon as possible and that teachers wishing to pursue higher academic and professional qualifications be encouraged to do so through extension and summer courses offered by the universities and their faculties of education.

With the demands on a teacher's time for staff meetings, professional in-service programs conducted by local boards, professional organization sessions, and the like, the question arises about the ability of teachers to participate in many of these activities and at the same time take courses for credit during the school year. The physical and mental energy required, the necessity for planning to meet groups of children every day make the position of the teacher a demanding task. In the interests of quality teaching, he should make his classroom duties his first responsibility. We are not being critical of teachers who desire to further their professional competence but we are concerned that they may be adding to the weight of the demanding task involved in teaching.

Most boards now conduct their own in-service programs associated with objectives which they may have for their school systems. These activities do provide an opportunity for a co-ordination and improvement of knowledge of teaching methods and techniques. Perhaps they represent an adequate level of involvement during the school year.

In any case, there is ample provision for enrolling in courses offered in the summer months. The Faculties of Education and Colleges of Education will be able to meet the demands for programs in this area. It is our view, therefore, that added course work for certification purposes offered during the school year ought to be phased out by local school boards as the teacher education institutions develop their summer programs.

Recommendation 32:
It is recommended that the Professional Development Section of the Teacher Education Branch of the Department of Education be discontinued as a separate section and that the functions and staff be part of one organization known as the Teacher Education Branch.

The division of responsibilities within the Teacher Education Branch of the Department of Education has the main section of the Branch administering the Teachers' Colleges, developing policy for teacher education, and acting as liaison with the Faculties of Education and Colleges of Education. The Professional Development Section administers summer courses and approves winter courses offered by local school boards. The first deals largely with programs leading to basic certification while the latter deals with courses for

those who already hold basic certification. But both areas are components of teacher education and it seems unnecessary and even possibly undesirable, to divide the two parts of the continuum into separate entities. We are of the view that a single organizational unit known as the Teacher Education Branch could administer both programs and we recommend action to achieve that organization.

Recommendation 33:
It is recommended that the official staff in the Teacher Education Branch be reduced correspondingly as the four Teachers' Colleges are closed, the other four Teachers' Colleges are transferred to the universities, and as the responsibility for summer and winter courses is transferred to the Colleges of Education and Faculties of Education so that by June, 1973, there will be two officials remaining to provide advice regarding teacher education and liaison with the teacher education institutions.

When the four Teachers' Colleges are closed and the other four are transferred to the universities, one of the major functions of the Teacher Education Branch will have been terminated. When the summer and winter courses are transferred the activities of the present Professional Development Section will no longer exist in the Department. There will remain the responsibility for the development of policy for consideration of senior officials and the Minister and the function of liaison with the Faculties of Education and the Colleges of Education. Both of these are important responsibilities but they will require only a limited number of highly competent professionals. It is our view that two officials can perform these functions. We recommend, therefore, that as the work of the transfer of present responsibilities to the universities is completed, the number of officials be reduced correspondingly until the organization suggested is achieved.

Recommendation 34:
It is recommended that, on the closing of the four Teachers' Colleges, completion of the transfer of the four other Teachers' Colleges, and transfer of responsibility for the summer and winter courses, the existing Teacher Education Branch be discontinued as a separate entity and responsibility for advice and liaison in the area of teacher education be established in a Teacher Education Section of the Curriculum Branch of the Department of Education.

One of the major problems for a teacher education institution is to ensure that its programs are relevant to those of the elementary and secondary schools and that it is preparing teachers who are aware of and knowledgeable about the latest developments in curriculum, organization, and innovative practices. It would be too much to expect student teachers to have acquired a high degree of sophistication about these areas or competence in dealing with them. But no graduate of a teacher education institution should begin his teaching unaware of their existence.

To ensure the kind of co-ordination that ought to exist between those who develop curriculum guidelines, who deal with organizational patterns for instruction, and who are assessing innovative ideas, we recommend that, when the administration involved in transferring programs to the universities is completed, the Teacher Education Branch be made the Teacher Education Section of the Curriculum Branch. If this is done, the two officials concerned specifically with teacher education can be directly involved in the curriculum activities as they are developing and will be in a position to transmit these ideas to the Faculties of Education and Colleges of Education for their assessment and inclusion in their teacher education programs as they deem appropriate.

Appendix 1

DEPARTMENT OF EDUCATION
TEACHER EDUCATION BRANCH
1971-72
(17th Floor, Mowat Block, Queen's Park)

Director of Teacher Education:
G. L. Woodruff, B.A., B.Paed.

Assistant Directors of Teacher Education:
H. A. Blanchard, B.A., B.Paed.
J. Bain, B.A., B.Ed.
D. A. MacTavish, M.A., B.Paed.

Executive Officer:
W. E. Mitchell, C.D.

PROFESSIONAL DEVELOPMENT SECTION

Superintendent of Professional Development:
J. B. Healy, B.A., B.Paed.

Assistant Superintendents of Professional Development:
G. C. Filion, B.A., M.Ed.
J. E. Smith, C.D., B.A., B.Paed.
H. H. Town, M.A.

Appendix 2

COMMITTEE MEETINGS WITH REPRESENTATIVES OF TEACHER EDUCATION INSTITUTIONS

Institution	Date	Representatives
Hamilton Teachers' College 1400 Main Street West Hamilton 15	Nov. 23, 1971	R. H. Brayford Principal
College of Education Brock University St. Catharines	Nov. 23, 1971	R. B. Moase Associate Dean
Stratford Teachers' College Water Street Stratford	Nov. 29, 1971	G. O. Dickinson Principal
London Teachers' College 1201 Western Road London 74	Nov. 29, 1971	D. F. Harris Principal
Althouse College of Education The University of Western Ontario 1137 Western Road London 72	Nov. 29, 1971	Dr. E. Stabler Dean T. J. Casaubon Assistant to the Dean
Ottawa Teachers' College 195 Elgin Street Ottawa K2P-1L3	Dec. 6, 1971	L. E. Stewart Acting Principal
Faculty of Education University of Ottawa Ottawa	Dec. 6, 1971	Jean-Marc Tessier Associate Dean
Toronto Teachers' College 951 Carlaw Avenue Toronto 355	Dec. 13, 1971	J. D. Stennett Principal
College of Education University of Toronto 371 Bloor Street West Toronto	Dec. 13, 1971	D. F. Dadson Dean Dr. H. O. Barrett Assistant Dean G. Mitchell Executive Assistant

Institution	Date	Representatives
Peterborough Teachers' College 100 Benson Avenue Peterborough	Jan. 10, 1972	H. R. Cross Principal
McArthur College Faculty of Education Queen's University Kingston	Jan. 10, 1972	V. S. Reddy Dean
Faculty of Education University of Windsor Sunset Avenue Windsor 11	Jan. 20, 1972	R. Devereaux Principal R. Mitchell Vice-President (Administration) J. E. Schiller Director of Finance A. M. Marshall Institutional Research Director
Faculty of Education York University 3199 Lake Shore Boulevard West Toronto 510	Jan. 21, 1972	W. C. McClure Principal
Sudbury Teachers' College Ramsey Lake Road Sudbury	Jan. 24, 1972	Rev. J. Martineau Principal
North Bay Teachers' College 168 First Avenue West North Bay	Jan. 24, 1972	A. J. Johnson Principal
Faculty of Education Lakehead University Oliver Road Thunder Bay	Feb. 8, 1972	Dr. J. Angus Dean

Appendix 3

STRATFORD TEACHERS' COLLEGE

History:
In 1907, Stratford was one of four locations chosen for the establishment of new Normal Schools. Construction of the present building was begun in 1908 and the Stratford Normal School opened its doors to its first group of students on September 15, 1908. The structure has, therefore, been in use for sixty-four years. It is located in a corner of Queen's Park adjoining the site of the Stratford Festival Theatre and overlooking the Avon River.

Accommodation:
There are seven standard classrooms including those for art and music, plus an auditorium, a library with 9,500 volumes, and a room used as a gymnasium. There are no laboratories for science or classrooms designed for special subjects. A small number of showers were installed a few years ago. There are no proper change rooms. The so-called "gymnasium" is most inadequate. The office space is very limited but the greatly reduced enrolment this year has permitted the use of a classroom for office purposes. The principal states that the original building was intended to accommodate between 150 and 200 teachers-in-training. For the first twenty-four years of its existence the numbers enrolled ranged from 75 to 251. The maximum number was reached in 1968-69 when 481 attended.

Enrolment:
The enrolment of 182 in 1971-72 is drawn from the City of Stratford, and the counties of Perth, Waterloo, Bruce, Grey, and Huron. Only about fifteen students come from the City of Stratford proper. Approximately 106 of them come from Kitchener, Waterloo and the adjoining Township of Waterloo. Most of these students commute daily. The principal states that only about 24 of those enrolled are from Perth County. About 67 are living in Stratford during the year.

Of the 182 in attendance on October 15, 1971, there were 86 who already held the Bachelor's degree. Another 43 had completed two years of university work and 41 had secured academic standing for one year at the university.

Staff:
The College has a professional staff of 13. There are two auxiliary staff, three clerical and stenographic personnel, of whom one is employed part-time, and four maintenance people for a total of 22. The professional staff to student ratio is 1:14.00. If the principal and vice-principal are not included the ratio is 1:16.54.

Finance:
The total cost of operation of the College as shown in the Estimates for 1971-72 is $471,100. Of this sum, $357,000 is for wages and salaries with an additional amount of $27,900 for employee benefits. Practice teaching costs amount to $41,400 and operation and office expenses total $22,500.

In addition, maintenance costs, repairs to the building, and the like, are borne by the Department of Public Works.

For the education of 182 students, the per student cost in 1971-72 is $2,588, with the extra costs borne by the Department of Public Works to be added.

General:

The Stratford Teachers' College has provided professional education for teachers for two-thirds of a century. More than 13,500 students have attended the College during that period of time. The contribution of the graduates has played an important role in the education of the people in the area it has served. Some of the best educators in this Province have served as members of the staff over the years. The present staff members have accomplished much during the last few years in the face of major obstacles of overcrowding, high staff:student ratios, and inadequate facilities.

It was essential that the College building be kept in service during the period of rapidly increasing elementary school enrolments and the resulting demand for teacher education facilities. In spite of the best efforts of the well-qualified and competent staff, it is not possible to provide a modern teacher education program in facilities which are outmoded in relation to the schools its graduates are intended to serve. With the present enrolment the College is not a viable teacher-education unit. There are, therefore, good reasons educationally why the students should receive their professional training elsewhere. It is not often that education can be improved while at the same time reducing expenditures but, in this case, a large proportion of the costs of conducting the Stratford Teachers' College would be eliminated if the students were to attend other viable teacher education institutions.

The site on which the College is located is an attractive property. It is understood that it has recently been occupied during the summer months for workshop activities conducted by the Stratford Festival Theatre.

PETERBOROUGH TEACHERS' COLLEGE

History:
The Peterborough Normal School began operation in 1908 and has continued in the same building since that time. It has, therefore, been in operation for sixty-four years. It is located on a site in a residential area of Peterborough. The site embraces a whole city block with the exception of one privately owned house and lot. Part of the former railway right-of-way in the ravine at the back of the property provides additional parking space.

Accommodation:
There are twelve standard classrooms including a classroom-gymnasium and a library with 9,000 to 10,000 volumes. In addition, there is an auditorium on the third floor. A considerable amount of auxiliary space has been modified or renovated to meet developing needs for the instructional program and student activities. The office space is limited. The overall design is a replica of the buildings at Stratford and North Bay. The gymnasium facility is inadequate so that space is rented from a local high school for two nights a week. The principal states that the building can accommodate about 200 students but that the present enrolment of 136 is ideal. For the period from 1945-46 to 1955-56, the maximum enrolment was 180 in 1954-55. The highest enrolment in any year was 301 in 1968-69. The enrolment last year was 356 so that the decrease is 220 to 136 in 1971-72. If the actual capacity is set at 200, the rate of utilization is 68 per cent. One of the boilers in the building has been replaced and the other needs replacement. The building also should be rewired. These improvements will be costly.

Enrolment:
The enrolment of 136 in 1971-72 is drawn largely from the City of Peterborough and Peterborough County with Victoria, Durham and Northumberland, Hastings, Lennox and Addington, Ontario and Frontenac counties also being represented by limited numbers. Most students commute with some doing so from Belleville. Approximately 50 candidates already hold the Bachelor's degree with 70 having one or two years of university work.

Staff:
The College has a professional staff of 17. There are three auxiliary staff, one of whom is employed part-time, three clerical and stenographic personnel, one of whom is part-time, and five maintenance people for a total of 28. The professional staff to student ratio is 1:8.00. If the principal and vice-principal are not included the ratio is 1:9.07.

Finance:
The total cost of operation of the College as shown in the Estimates for 1971-72 is $504,100. Of this sum, $384,200 is for wages and salaries with an additional amount of $30,200 for employee benefits. Practice teaching costs amount to $41,700 and operation and office expenses total $28,500.

In addition, maintenance costs, repairs to the building, etc., are borne by the Department of Public Works.

For the education of 136 students, the per student cost in 1971-72 is $3,707, with the extra costs borne by the Department of Public Works to be added.

General:

The Peterborough Teachers' College has made a highly significant contribution to the total educational enterprise in the whole area centring on Peterborough. For almost two-thirds of a century it has been the main source of teacher supply for the area north and east of Toronto. As the enrolments far exceeded the rated capacity of the institution over a period of several years, successive staffs have had to meet and solve problems of a magnitude not encountered in other types of educational institutions in the Province. That they have successfully done so is a tribute to their professional commitment and selfless dedication to the interests of their students and the children whom their graduates serve. This service was rendered to the Province at a minimal cost for each student teacher because of a high staff:student ratio that would not have been countenanced or permitted in any other institution serving post-secondary education.

In the circumstances that existed in the 1950's and 1960's it was imperative that the older teacher education institutions be continued in service to assist in meeting the demands for additional teachers to serve the rapidly expanding enrolments in the elementary schools. At the same time, it cannot be assumed, in spite of the best efforts of staff and students, that a modern teacher education program can be conducted in a building designed to prepare teachers for the elementary schools as they existed in the first decade of this century. It is true that attempts at adaptation in terms of renovation and acquisition of equipment have been made but the functional aspects of the building remain essentially the same as they were at the time of construction. In addition, the building is now in need of improvements in the heating system and wiring involving a considerable expenditure of public funds. It is, however, outmoded and obsolete in terms of the requirements for the conduct of an up-to-date teacher education program.

At the same time, the present enrolment of 136 students does not make the College a viable operation. The professional staff:student ratio is 1:8.00 and the ratio of Master:student is 1:9.01. It is not possible to reduce the professional staff below a basic number representing the various instructional areas. Consequently, while it might be possible to reduce the number of Masters by one or two, the viability of the College could not be substantially increased by this means.

There are, therefore, sound educational reasons for the provision of professional education for teachers elsewhere. In addition, there are considerable economic reasons which justify abandonment of the College as a teacher education institution.

The site on which the College is situated is an attractive tree-lined block in a residential area of the City. It may be that the building can be used for other public purposes. If not, the property itself is a valuable piece of real estate which should have a considerable sale value.

OTTAWA TEACHERS' COLLEGE

History:
The second Normal School in the Province was opened in Ottawa in 1875 on the site which the Ottawa Teachers' College still occupies. The building is, therefore, almost one hundred years old. More than ten years ago a 15-acre site was acquired in the Alta Vista area of Ottawa as a possible site for a new Teachers' College. With the decision to transfer teacher education to the universities, no action was taken to build on this site. In 1971, the latter site was released by the Department of Education as no longer required for this purpose. The original site has been reduced in size to provide space for buildings of the Department of National Defence. The remaining land is a very valuable property in mid-town Ottawa.

Accommodation:
While there is considerable floor area with 23 standard classrooms, a gymnasium and an auditorium, the arrangement of the space is most inadequate and non-functional. There is a library with 20,000 volumes, a considerable number of historical importance. As might be expected in a century-old building, the facilities are obsolete structurally and unsuitable for the conduct of a modern teacher education program. In so far as auxiliary areas are concerned, while the staff and students are to be commended for their efforts to make the most of the situation, the area of the basement cleared to make a cafeteria is quite inadequate. The men's locker and change rooms are outmoded and lacking provision for proper ventilation. There are numerous other examples of the inadequacies of the existing accommodation.

Enrolment:
The enrolment in 1971-72 is 311. Of this number 274 are in the basic one-year program and 37 are in the program leading to the Primary Specialist Certificate. Approximately 50 per cent or 134 in the basic certification course hold the Bachelor's degree. The Acting Principal estimates that about 60 per cent of the enrolment comes from the Ottawa area and 40 per cent from the area outside Ottawa to a line from Petawawa to Kingston. Some students come from Prescott, Cornwall, Gananoque, and Kingston with smaller numbers from other municipalities. The professional staff to student ratio is 1:9.01. If the principal and vice-principals are not included the ratio is 1:9.71.

Staff:
The College has a professional staff of 35, including the Principal and two Vice-Principals, with one member employed part-time. During the 1971-72 session, one Vice-Principal is Acting Principal during the absence of the Principal on study leave. There are four auxiliary staff, one of whom is employed part-time, five stenographic and clerical personnel and eleven maintenance people for a total of 55.

Finance:

The total cost of operation of the College as shown in the budget for 1971-72 is $1,049,000. Of this sum, $801,700 is designated for salaries and wages with an additional amount of $62,800 for employee benefits. Other major cost categories are practice teaching expenses at $103,200 and the cost of supplies, equipment and services at $48,000.

In addition, the Department of Public Works provides for the maintenance requirements of the building. The per student cost is calculated at $3,373 for the fiscal year.

General:

The possible transfer of responsibility for teacher education at the Ottawa Teachers' College was discussed on a number of occasions over a period of years with representatives of Carleton University. During that time there was a continuing demand for a large number of graduates to staff the classrooms provided for a still rapidly increasing enrolment in the elementary schools. No satisfactory arrangement was made for the transfer. The circumstances have now been considerably altered by the decreasing demand for graduates as the enrolment in the elementary schools became more stabilized and now as it begins to drop.

While the College had to be maintained in operation to accommodate the large numbers working towards a teaching certificate in the 1960's, the building is no longer suitable for teacher education. It should, therefore, be abandoned as far as that purpose is concerned.

HAMILTON TEACHERS' COLLEGE

History:
The Hamilton Normal School began operation in 1908. After forty-five years the building located on Strathcona Avenue burned. Classes were conducted in temporary quarters until February, 1957, when the new Hamilton Teachers' College was opened on the present site at 1400 Main Street West, Hamilton 15. The building is now fifteen years old.

Accommodation:
The accommodation includes 19 standard classrooms, a gymnasium, a cafeteria, an auditorium capable of seating 385, and a library with 16,000 volumes. There is some auxiliary space. There is insufficient storage space. The original site has been reduced in size because of road widenings to the point where there is little or no playing field left. There is provision for parking of 220 cars. The design capacity was given as 750 students with rated building capacity of 720. The maximum number of students accommodated was 1,015 in 1968-69, with the minimum number of 439 enrolled in the current year, 1971-72. There were 827 in 1970-71, so that the decrease this year is 388 or 47 per cent. The occupancy of 439 in 1971-72 against the rated capacity of 720 is 61 per cent.

Enrolment:
The enrolment of 439 in 1971-72 is drawn from the City of Hamilton, Wentworth County, and parts of the counties of Halton as far east as Oakville, Wellington, Waterloo, Brant, Norfolk, Haldimand. The great majority of the students commute daily from their homes to the College. Of the total enrolment of 439, there are 369 in the one-year basic certification course and 70 in the Primary Specialist course. A high percentage of the students enrolled already have their Bachelor's degree in spite of the fact that the minimum admission requirement is the completion of one year's University work. The professional staff to student ratio is 1:15.68. If the principal and vice-principal are not included in the calculation the ratio is 1:16.88.

Staff:
The College has a professional staff of 28, including the Principal and Vice-Principal. There are 4 auxiliary staff, 5 stenographic and clerical personnel and 9 maintenance people for a total of 46.

Finance:
The total cost of operation for the College as shown in the Estimates for 1971-72 is $970,200. Of this sum $726,000 is designated for salaries and wages with an additional amount of $59,100 for employee benefits. Other major cost categories are practice teaching expenses at $94,100 and the cost of supplies, equipment and services at $60,000.

In addition, the Department of Public Works provides for the maintenance requirements of the building.

For the education of 439 students, the per student cost in 1971-72 is $2,210, with the extra costs borne by the Department of Public Works to be added.

General:

The matter of the possible transfer of the professional program at the Hamilton Teachers' College to McMaster University has been under study for several years. During the 1960's the demand for elementary school teachers was so great that all available facilities were required. During that period the Senate of McMaster University received a report (1967) of a Senate Committee on the Training of Elementary School Teachers[1] which recommended "that only applicants possessing a bachelor's degree be considered for entrance into the professional years."[2] Since the academic admission requirement for courses leading to certification as an elementary school teacher at that time was the successful completion of Grade 13, it was not possible to transfer the Hamilton Teachers' College to McMaster University. In 1967, the great majority of candidates for teacher education programs had only Grade 13 standing.

With the requirement of a Bachelor's degree in 1973, the academic requirement adopted by the Committee of the Senate of McMaster University in 1967 will be achieved. In the meantime, however, the enrolments in the elementary schools have started to decline, the number of teachers required for the future is sharply reduced so that the place of each College, including Hamilton Teachers' College, must be seen against the background of the facilities required in the Province as a whole.

The College is located on a site beside a major traffic artery and adjoining the property of McMaster University. The new Health Sciences Complex of the University is nearby. There are limitations on the use of the property as a teacher education institution either as a separate entity as at present or if it were to be integrated with the University. The proximity of the College building to other buildings on the University campus would permit it to be added to the facilities of the University to be used for University purposes other than as a teacher education facility.

---

[1] Hellmuth, W. F., (Chm.), *Report of the Senate Committee on Teacher Education*, McMaster University, Hamilton, June 9, 1971.

[2] Ibid, Appendix A3, p. 4.

LONDON TEACHERS' COLLEGE

History:
The third Normal School, after Toronto and Ottawa, was established in London in 1900. The original building was replaced in 1958 by the present London Teachers' College, an excellent new structure located at 1201 Western Road, opposite the campus of The University of Western Ontario. In 1965, Althouse College of Education began operation at 1137 Western Road so that the two teacher education institutions are situated close to each other.

Accommodation:
The building has been in use for thirteen years. It is a beautiful stone structure designed to conform as closely as possible with the architecture of other education institutions in the area. It has a capacity for an enrolment of 700 students. The maximum enrolment was 1,009 in 1960-61. In 1970-71, there were 657 in attendance but this figure has dropped to 355 in the current academic session. There is an auditorium capable of seating 650. There are 19 standard teaching rooms with special rooms for special subjects such as art, music, etc. The cafeteria will accommodate 190 persons at one time. At the present time, utilization of facilities is approximately 55 per cent of capacity.

Enrolment:
The enrolment of 355 in 1971-72 is drawn largely from the City of London, and the Counties of Middlesex, Lambton, Kent, Elgin, Oxford, Norfolk and Waterloo.

Of the enrolment of 355, approximately 180 already hold the Bachelor's degree. The remainder are about evenly divided between those who have completed two years of university work and those who have secured credit for one year's work at the university. A small number of candidates have been admitted on the basis of equivalent standing secured by other academic routes.

Staff:
The College has a professional staff of 30. There are four auxiliary staff, five clerical and stenographic personnel, of whom one is employed part-time, and eleven maintenance people, one of whom is part-time. The total staff numbers 50. The professional staff to student ratio is 1:11.83. If the principal and vice-principal are not included the ratio is 1:12.68.

Finance:
The total cost of operation of the College as shown in the Estimates for 1971-72 is $936,900. Of this sum, $706,000 is for wages and salaries with an additional sum of $59,400 for employee benefits. Practice teaching costs amount to $100,025 and operation and office expenses total $41,500.

In addition, maintenance costs, repairs, etc., are borne by the Department of Public Works.

For the education of 355 students, the per student cost in 1971-72 is $2,639, with the extra costs borne by the Department of Public Works to be added.

General:

This modern teacher-education institution ought to be utilized as close to capacity as possible. At the present time, with an enrolment of 355 and a capacity of 650 to 700, it could provide for almost double the number now attending. At the same time, the London Teachers' College could provide some facilities for the Althouse College of Education located nearby. The present library, clerical and stenographic, and maintenance staff is adequate to meet the needs of a much larger enrolment since it did meet such a situation in earlier years.

ALTHOUSE COLLEGE OF EDUCATION
THE UNIVERSITY OF WESTERN ONTARIO

History:
Althouse College of Education of The University of Western Ontario was opened in September, 1965. It was constructed by the Province of Ontario on a site on the campus of the University. It is operated by the University by agreement between the University and the Department of Education. It was the second institution to be established for the professional preparation of secondary school teachers when the enrolments became so great that they could not be met by the one institution which had existed up to that time, the Ontario College of Education in the University of Toronto.

Accommodation:
The College facilities provide special instructional areas in keeping with new developments in secondary education including a language laboratory, a data-processing area, a business machines laboratory, a teaching aids centre, three modern laboratories, four well-equipped technical shops, an occupational training area, a steno-training laboratory, outstanding gymnasium facilities, provision for instruction by closed-circuit television, a fine professional library and reading room. This is a modern well-equipped building whose facilities are suitable for the conduct of a first-rate teacher education program.

The building was designed for a capacity of 750 students.

Enrolment:
The enrolment at the beginning of the academic year was 785 but by November 5, 1971, there had been 20 withdrawals leaving a net enrolment of 765 as of the latter date. The latter total is divided among the various programs with 672 in the academic subject area, 34 in the vocational area, 54 in the double science program, and 5 as part-time students. Provision is made for the selection of options by students and it is significant that 151 who are enrolled in courses for secondary teachers are also taking the elementary school option.

The enrolment is small in a number of subject areas as set out below:

	Type A	Type B	Intermediate
German	5	7	
Spanish	14	5	
Latin	5	8	
Greek		1	
Political Science	6	3	
Home Economics	9		11
Environmental Science	5	7	
Art	9		10

Finance:

Finances are provided for the operation of the College through grants from the Province based on formula financing. The weighting for each student in Althouse College is 2. so that the grants can be calculated by taking the enrolment of 765, multiplying the product by $1,730 = $2,646,900. From this amount is deducted the revenue from fees of $480 per student or $367,200, leaving a legislative grant amount of $2,279,700. This money is paid over to the University where it is included in the revenue for the University as a whole.

General:

Althouse College is operating at capacity for its existing facilities. If the accommodation available at the London Teachers' College were incorporated with that of Althouse College under one organization, it would be possible to overcome, at least in part, some of the pressures for space at Althouse College by a better utilization of the total space available.

The small enrolment in certain courses at Althouse College points up the necessity for some overall planning of course offerings for the Province so that courses with small enrolments could be centralized in one institution. For example, it seems obvious that savings could be made in programs for teachers of Latin and Greek if the training was concentrated in one institution. There are other examples.

TORONTO TEACHERS' COLLEGE

History:
The Toronto Normal School, established in 1847, was the first teacher training institution in Upper Canada. Dr. Egerton Ryerson, Chief Superintendent of Schools, was responsible for the introduction of the concept of a special program for prospective teachers. For the first four years of its existence, the Normal School in Toronto was accommodated in temporary quarters, but in 1852, it was moved to its own building at Church Street and Gould Street where it continued to serve for almost ninety years.[1]

In 1955, a new Toronto Teachers' College on Carlaw Avenue in the eastern part of Metropolitan Toronto was opened and is still in use.

Accommodation:
There are two buildings on the site – the new College opened in 1955 and the former Lord Kitchener Public School secured from the East York Board of Education many years ago. Together they provide facilities for about 1,200 students. The main building is a modern structure with a large auditorium capable of seating 630, a double gymnasium, special classrooms for several programs, audio-visual and micro-teaching equipment, a library containing 25,000 volumes, and a large complement of regular classrooms. The provision for parking is inadequate.

Enrolment:
The enrolment in the academic session 1971-72 is 1,263. Of this number about 70 per cent are from Metropolitan Toronto with the majority of the remainder coming from other parts of Ontario. A few come from other parts of Canada while a small number of sponsored visitors come from outside jurisdictions such as Hong Kong and Bermuda. About 55 per cent to 60 per cent of the students already hold the Bachelor's degree. Of the total enrolment of 1,263, there are 1,062 in the one-year course and 201 in the Primary Specialist course. The latter program prepares teachers for work with classes from the junior kindergarten level to the first two years of the primary division. The professional staff to student ratio is 1:24.52. If the principal and two vice-principals are not included the ratio is 1:25.78.

Staff:
There are 52 professional staff, including the principal and two vice-principals. One of the masters serves part-time. In addition, there are auxiliary staff made up of two librarians, four library technicians and one communications technician. The clerical and stenographic staff number nine, one of whom is employed part-time. There are 13 members in the maintenance area. There is a total staff of 81.

---

[1] *Calendar of Teachers' Colleges 1971/72*, Ontario Department of Education, Toronto, 1971.

Finance:

The total cost of operation of the College as shown in the budget for 1971-72 is $1,959,100. Of this sum, $1,497,700 is for wages and salaries with an additional amount of $119,100 for employee benefits. Practice teaching costs amount to $202,800 and supplies, equipment and operating expenditures total $93,000. Maintenance work is done by the Department of Public Works. For the education of 1,263 students, the per student cost in 1971-72 is $1,551, with any added expenditures for maintenance by the Department of Public Works to be added.

General:

The staff:student ratio at the Toronto Teachers' College is 1:25.78. At this level it is the highest in the Province and exceeds the ratio of the College with the next highest ratio of 1:16.88 by 1:8.90. This latter differential is slightly less than the staff:student ratio in the College with the lowest staff:student ratio of 1:9.07.

The present enrolment at capacity makes this institution a viable operational unit in so far as numbers are concerned.

COLLEGE OF EDUCATION, UNIVERSITY OF TORONTO

History:

In 1906, the training of secondary school teachers was made the responsibility of Faculties of Education at the University of Toronto and Queen's University. This pattern of teacher training continued until after the close of World War I. In 1920, the then Faculty of Education at Queen's University was discontinued and the Faculty at Toronto was designated as the Ontario College of Education, University of Toronto.

In 1966, the Department of Graduate Studies and the Department of Research were transferred to The Ontario Institute for Studies in Education. In the same year, a new agreement for the operation of the Ontario College of Education was made between the University of Toronto and the Department of Education. By the same agreement, the name of the College was changed to The College of Education, University of Toronto.

During a period of forty-five years The College was the sole institution in Ontario for the preparation of secondary school teachers. Since 1965, the situation has altered with the establishment of programs for the education of secondary school teachers at The University of Western Ontario, Queen's University, University of Ottawa, and Lakehead University. The College also administers the University of Toronto Schools and the Guidance Centre.[1]

In 1970, The Institute of Child Study, University of Toronto, was integrated with the College of Education.

Accommodation:

The College of Education situated at 371 Bloor Street West, Toronto 181, has a large number of classrooms, lecture rooms, library, laboratories and gymnasia, an Educational Media Centre with a television studio and mobile television unit, language laboratories, a theatre studio, a computer centre and a typing laboratory. Other facilities within the University of Toronto are also available.

The original building had an addition added to the west side after World War II. The total accommodation is inadequate for the present enrolment and staff so that additional space has had to be secured in the nearby buildings of The Ontario Institute for Studies in Education, Tartu College, an old residence, and Trinity United Church. Renovations to much of the existing building and a proposed addition have been in the planning stage for several years. The central location of the College near the library and other resources of the University of Toronto and the proximity to other educational institutions such as The Institute for Studies in Education, the Royal Ontario Museum, the Art Gallery of Ontario, are real advantages in the professional preparation of teachers.

The College building has a capacity of about 1,200 while 1,455 are presently enrolled.

---

[1] The College of Education, University of Toronto, Calendar 1971-72.

Enrolment:
Of the total enrolment of 1,455, there are 957 enrolled in the program leading to the High School Assistant's Certificate, Type A, and 343 in the program leading to the High School Assistant's Certificate, Type B, for a total of 1,300. The remaining 155 are in the courses leading to certification in the Technical, Vocational and Occupational areas. Provision is made for the selection of options by students with 192 having chosen the Elementary School Option.

The enrolment is small in a number of optional subject areas as set out below:

	Type A	Type B	Total
Economics	7	9	16
Geology	1	4	5
German	2	3	5
Greek	0	0	0
Italian	0	5	5
Latin	5	6	11
Russian	3	4	7
Spanish	3	6	9

Staff:
There is a staff of 150 equivalent full-time members. There are some cross appointments from other divisions of the University, estimated at 21 or 22 this year. A few College staff members hold cross appointments in other areas of the University. There was an increase of five in the staff for 1971-72.

Finance:
The programs of the College of Education are financed in the regular manner through the University of Toronto. The grants are paid to the University in accordance with the formula based on the unit value, the weighting factor and enrolment. In 1971-72, the total cost of operation as shown in the Estimates is $9,423,038 while the total income, including an amount of $867,170 carried forward from 1970-71, is sufficient to result in a balanced budget.

General:
The College of Education is still providing professional preparation for the largest group of secondary school teachers. It offers a full spectrum of options and with its numbers is a viable operation. As the Faculty of Education at York University implements its program there will probably be a balanced enrolment between the institutions but all necessary steps should be taken to avoid the establishment of courses for which adequate provision is already made in the College of Education, University of Toronto.

NORTH BAY TEACHERS' COLLEGE

History:
The North Bay Normal School was opened in 1909 on the site which the North Bay Teachers' College still occupies. Until 1960, the College served the whole of Northern Ontario in the preparation of English-speaking elementary school teachers. At the present time, new accommodation for teacher education is under construction on the site of the North Bay Education Centre in conjunction with facilities for Nipissing College, the Cambrian College of Applied Arts and Technology, and the Regional School of Nursing. It is anticipated that the new quarters will be ready for occupancy in September, 1972. When the move is made, the present Teachers' College building will no longer be required.

Accommodation:
The design of the existing North Bay Teachers' College is similar to the Colleges in Stratford and Peterborough. The new accommodation in the Education Centre will meet the requirements of a modern teacher education program for 350 students with opportunity for joint use of many facilities with the other component institutions.

Enrolment:
While the enrolment in 1970-71 was 392 students, the increased academic requirements have contributed to the reduction to 170 students in 1971-72. The area served by the College includes the territory up the Ontario Northland Railroad to Cochrane and west along the highway to Kapuskasing and Hearst. It also provides for students coming from south of North Bay and west to Sudbury and Sault Ste. Marie. While the enrolment is now smaller than might be desired, geographic considerations still play an important part in justifying the location of the College in North Bay. The professional staff to student ratio is 1:10.00. If the principal and vice-principal are not included, the ratio is 1:11.33.

Staff:
There are 17 professional staff in the College. There are two library technicians, one of whom serves part-time, two stenographic and clerical personnel and four maintenance staff to make a total of 25.

Finance:
The total cost of operation of the College as shown in the budget for 1971-72 is $447,100. Of this sum, $332,000 is designated for salaries and wages with an additional amount of $29,000 for employee benefits. Other major cost categories are practice teaching expenses at $42,800 and the cost of supplies, equipment and services at $22,000.

In addition, the Department of Works provides for maintenance requirements of the building. The per student cost is calculated at $2,630 for the fiscal year.

General:

The possible transfer of responsibility for teacher education at the North Bay Teachers' College to Nipissing College in North Bay has been under consideration for some time. It is understood that Nipissing College is receptive to such a proposal and has accepted the conditions for the transfer. When Nipissing College and the Teachers' College are located in the same complex on the new site of the North Bay Education Centre, integration will be greatly facilitated. In addition, real advantages will accrue to the total enterprise on the new campus because of the contribution which a Faculty of Education in Nipissing College can make to the viability of the Centre as a whole.

ÉCOLE NORMALE DE SUDBURY
SUDBURY TEACHERS' COLLEGE

History:
The Sudbury Teachers' College for the professional education of teachers for elementary bilingual classes was instituted in 1963 in temporary quarters in the La Salle Secondary School in Sudbury. Later, the College rented space in buildings owned by Laurentian University on its campus. During the latter period, a new building for the Sudbury Teachers' College was erected by the Department of Public Works on a new site on the Laurentian campus. This building was occupied in 1970.

Accommodation:
The accommodation includes eight standard classrooms, a gymnasium, language laboratory, a library containing 14,000 volumes, an auditorium to seat 350 and a cafeteria to accommodate 175. There is a small lecture theatre seating 125. Provision exists for closed circuit television and micro-teaching. The building is air-conditioned. The facilities are modern in every respect and ideal for the development of a first-rate teacher education program.

Enrolment:
The enrolment at the beginning of the academic session 1971-72 was 201. Of this number 174 were enrolled in the one-year course for the basic teaching certificate valid in the bilingual elementary schools and requiring Grade 13 standing or equivalent for admission. In addition, 27 students are in the second year of the two-year course which had as its admission requirement in 1970-71 at least Grade 12 or its equivalent. The first year of the two-year course was discontinued in 1971 so that in 1972-73 the only program offered will be the basic one-year course. The admission requirements at the present time are different than for the other Teachers' Colleges because there is a continuing demand for teachers for the bilingual classes. It is anticipated that as students progress through the French secondary schools there will be more applicants for admission to teacher education, that, as a result, the enrolment in the Sudbury Teachers' College will increase and ultimately the number of graduates will be sufficient to meet the need.

The enrolment is drawn from a wide area since the Sudbury Teachers' College exists to serve the whole of Northern Ontario where elementary bilingual classes are conducted by local boards.

Staff:
The College has a professional staff of 14, including the principal and vice-principal. Of the professional staff, one member is employed half-time. There are three auxiliary staff and three stenographic and clerical personnel, one of the latter engaged on a part-time basis. There is no janitorial staff in the employ of the College since these services are by contract with other agencies. The staff totals 20.

Finance:

The total cost of operation of the College as shown in the budget for 1971-72 is $5[illegible]3,300. Of this sum, $323,200 is designated for salaries and wages with an additional amount of $25,300 for employee benefits. Other major cost categories are practice teaching expenses at $41,300 and the cost of supplies, equipment and services at $39,000. The per student cost is calculated at $[illegible]2,613 for the fiscal year.

The Department of Public Works provides any maintenance which is required.

General:

The Sudbury Teachers' College serves a real need in the education of teachers for the bilingual elementary classes in Northern Ontario. It provides a French cultural and educational milieu for those who will later be working with children in the elementary schools. In addition, given the facilities that now exist, the institution is in a position to offer the best possible program.

For a number of years discussions have been held regarding the integration of the Sudbury Teachers' College with Laurentian University. No decision in this matter has been reached but as the academic requirements for admission to the teacher education program are increased to include university work, it will be imperative that some provision be made for a concurrent program incorporating the academic and professional elements. The Sudbury Teachers' College as a Faculty of Education within Laurentian University could make a contribution to the viability of the University and could add a significant dimension to the French component of the bilingual University.

The College building on the campus conforms in architectural design, type of construction, etc., to the other buildings on campus and adds significantly to the beauty of the campus development.

FACULTÉ D'ÉDUCATION, UNIVERSITÉ D'OTTAWA
FACULTY OF EDUCATION, UNIVERSITY OF OTTAWA

History:
In 1927, the University of Ottawa Normal School was established for the professional education of teachers for elementary school classrooms attended by French-speaking pupils. The program was conducted in a building owned by the University of Ottawa and by agreement leased to the Department of Education. In 1969, the program of the University of Ottawa Teachers' College was transferred to the University of Ottawa and established as a teacher education section of the Faculty of Education. At the same time, provision was made within the section and Faculty to train French-speaking teachers for service in the secondary schools.

Accommodation:
The building formerly leased to the Department of Education is still in use as one of the buildings for the Faculty of Education while additional space is provided temporarily in a second building located on a site some distance from the main campus. The first building is not adequate for the conduct of a teacher education program while the overall arrangement whereby the students and staff are housed in separate buildings remote from their colleagues is quite unsatisfactory. Plans for a new building for the whole Faculty of Education on the main campus have been completed and tenders are in the process of being let. When complete the new facility will accommodate an enrolment of 600 teachers in training, with 400 for the elementary bilingual program and 200 for the secondary program. Adjustments in the numbers at each level will be possible as the supply and circumstances permit.

Enrolment:
The enrolment in 1971-72 has 186 in the one-year course requiring Grade 13 or its equivalent for admission. In addition, there are nine students in the second year of the two-year course for a total of 195. The two-year course is being phased out so that there are no first-year students in that program. In 1972-73 all those admitted to the one-year course will be required to have Grade 13 or its equivalent. There are 117 students training to be secondary school teachers so that the total enrolment for 1971-72 is 312.

Staff:
There are 42 professional staff this year. A number of cross-appointments are made between the Faculty of Education and other faculties of the University. Students are drawn mainly from Ottawa, Cornwall, Hawkesbury and surrounding areas with some from the Province of Quebec. Eight professors are now involved in a study designed to develop a model for teacher education in the Faculty of Education, University of Ottawa.

Finance:
The funds for the Faculty of Education are provided through the normal financing procedures of the University of Ottawa. Grants to the University are based on the weighting factors applicable to enrolments in teacher education programs.

General:
The Faculty of Education, University of Ottawa, and the Sudbury Teachers' College now prepare the teachers for the bilingual elementary schools. Together they will have accommodation for 785 students when the new building at the University of Ottawa is completed. The present enrolment in the elementary bilingual teacher education programs in the two institutions totals 396. There is, therefore, capacity for increased enrolment which will likely occur when more graduates remain in school to complete their secondary school education in the French secondary schools.

FACULTY OF EDUCATION, LAKEHEAD UNIVERSITY

History:

Lakehead University had its beginnings in the Lakehead Institute of Technology established by the Ontario Department of Education on a site on Oliver Road in Port Arthur immediately after World War II. Subsequently, the original building was transferred to an independent board of governors and still later a liberal arts program was added to the offerings. Out of these beginnings emerged Lakehead University on the original site which was greatly expanded to meet the requirements of the extended programs and the needs of the future.

In 1960, the Ontario Department of Education opened the Lakehead Teachers' College in a new building on a site adjoining the site of the original University development. In 1969, by agreement between Lakehead University and the Department of Education responsibility for the education of elementary school teachers was transferred to a new Faculty of Education within Lakehead University and provision was made for the University to develop a program for the education of secondary school teachers within the Faculty.

Accommodation:

The new Teachers' College has provided accommodation for enrolments which have varied from a maximum of 260 to a minimum of 140. With the availability of certain facilities within the University and the introduction of the program for the education of secondary school teachers, some modifications have been made to the original building. Classroom space has been added, other classrooms have been altered for use for other purposes, the former cafeteria has been made into a student lounge, and plans are under consideration to provide an observation classroom to be occupied for short periods by classes from the local area. Storage space is required for gymnasium equipment.

The facilities include an auditorium capable of seating 336, a library containing 17,000 volumes, a good-sized demonstration gymnasium, an audio-visual room, a science laboratory, and standard classrooms. With the possible exception of space for a seminar area, the building meets the special requirements of the professional program very well.

The concurrent program embracing a minimum four-year period means that instead of a concentrated demand on the special facilities for professional work in any one year as in the consecutive program, a student's needs in this area are spread over four years. The rest of the time he is utilizing the other facilities of the University open to all students and the accommodation provided in the areas of concentration of his studies at the undergraduate level, especially during the first two years of the four-year program.

Enrolment:
In the 1971-72 session, there are 110 students enrolled in the one-year course for elementary school teachers. In addition, there are 22 students in the second year of a two-year concurrent and four students in the fourth year of a four-year concurrent program, so that 136 candidates could be eligible for certification in 1972. As well, there are 50 students in the first year of the two-year concurrent program who would normally graduate in 1973. Four students are enrolled in the third year of the four-year concurrent program. The total of 54 would normally be eligible for graduation in 1973.

At the secondary level, there are 145 students enrolled in the consecutive program for the High School Assistant's Certificate, Type B. Another 23 students are in the fourth year of a four-year concurrent program so that 168 students would normally be eligible for graduation in 1972. In addition, 38, 18 and 8 students are enrolled in the first, second and third years respectively of the four-year concurrent program. These students would normally complete their programs in 1975, 1974 and 1973 respectively.

The total number of graduates from both elementary and secondary panels in the Faculty of Education in 1971-72 could reach 304.

Staff:
In addition to the Dean of Education there are twenty-four professional staff members, three of whom are on study leave in 1971-72.

Finance:
The Faculty of Education is financed through allocation of funds from the resources of the University as a whole. Grants are received by the University on the basis of the basic unit value, the weighting for education students, and enrolment in the professional year.

General:
The Lakehead Teachers' College was established in 1960 to provide a program to educate teachers for the elementary schools in the Territorial District of Thunder Bay and the vast geographic area through to the Manitoba boundary. The Faculty of Education, Lakehead University, is now making a substantial contribution to the attainment of this objective for both the elementary and secondary schools.

The Faculty is the first in Ontario to launch a concurrent program in addition to the normal consecutive pattern. Consequently, because students in the concurrent program are pursuing academic and professional courses over a four-year span, facilities in a number of academic departments, as well as those specifically oriented towards professional courses, are in use by students in teacher education.

McARTHUR COLLEGE, FACULTY OF EDUCATION QUEEN'S UNIVERSITY

History:
Provision for the establishment of McArthur College of Education to train secondary school teachers was made by agreement between Queen's University at Kingston and the Ontario Department of Education in the mid-1960's. The building for the new College was designed in consultation among representatives of the University, the Ontario Department of Education, and the Ontario Department of Public Works. While the original intention was that the latter body would be responsible for the construction of the building, it was later decided that the University itself should assume that responsibility. While the new building was being erected, the College opened in a temporary building on Union Street in Kingston in September, 1968, with a limited enrolment. It remained in this structure until 1971, when it moved to its new quarters on the West Campus about one mile from the main Campus of the University. In 1970, the program at McArthur College was established under the jurisdiction of the Faculty of Education.

Accommodation:
The new building is the most modern institution for the education of teachers in Ontario. Among the facilities are a theatre to seat 700 persons, three lecture theatres accommodating 156, 92, and 92 students respectively, all three with projection facilities. There is a television production studio, small studios and closed circuit television. The library has about 30,000 volumes with provision for expansion to 130,000 volumes. Included is a media resources area with extensive non-book materials. There are study carrels for 250 students and provision for student independent study. Special classrooms are provided for most subject areas, including language laboratories, open shop for vocational teacher education, and gymnasium facilities. Provision is made for self-contained classrooms to accommodate pupils from neighbouring schools for purposes of observation of pupils at work with their regular teachers, consultation, etc. All in all, McArthur College provides, in so far as a building can contribute to such an objective, for the development of a first-rate teacher education program. The rated capacity of the building is for 900 to 950 teachers-in-training. The enrolment in 1971-72 is 631 so that the utilization is about 67 per cent. If the building were used for 950 students it would be necessary to provide a few additional staff offices.

Enrolment:
The enrolment of 631 is made up of 300 working towards the High School Assistant's Certificate, Type A, 320 taking the High School Assistant's Certificate, Type B, and 11 taking the Vocational and Occupational Assistant's Certificate. All are enrolled in the consecutive program which means that they have already completed the basic academic and other requirements so

that they need one year of successful professional preparation to be eligible for certification. Consequently, the whole student body will graduate in the spring of 1972.

Finance:
McArthur College is financed through the formula adopted by the Department of Colleges and Universities and the fees payable by students. The Basic Income Unit for 1971-72 is $1,730 and the weighting factor is 2. which means the total legislative grant is approximately $2,183,260 minus the amount of fees of approximately $302,880 or a net of $1,880,380.

General:
McArthur College was designed for 900 to 950 secondary school teachers-in-training at a time when the requirements for admission to a program for training elementary school teachers was Grade 13. Now that the requirements will be the same for teachers-in-training at either level, it is considered that there is value in providing a program for both levels within the one faculty.

FACULTY OF EDUCATION, YORK UNIVERSITY

History:
The Lakeshore Teachers' College was established in New Toronto in the western part of Metropolitan Toronto in 1959. It is located on a large site a short distance from Lake Ontario. In 1971, responsibility for the elementary teacher education program was transferred to York University and the university was also given authority to develop a secondary school teacher education program and a program for the preparation of teachers in the various areas of special education such as those for the emotionally disturbed, the trainable and educable mentally retarded, the blind, the deaf, the crippled and those who may be otherwise handicapped in the pursuit of their educational programs. At the present time the former Lakeshore Teachers' College is the only operational program while plans are being developed for the other components.

Accommodation:
The present building is an excellent structure only thirteen years old. There are a large number of regular classrooms, an audio-visual room on each of two floors, two art rooms, science rooms, a library with 13,000 volumes, closed circuit television, five microteaching units, several rooms larger than standard, a double gymnasium with gallery, a cafeteria seating 300, an excellent auditorium seating 700 with facilities for full stage productions, a large common room for students, and a considerable amount of additional space. The building can easily provide for the rated capacity of 735 students.

Enrolment:
The enrolment in 1971-72 is 497, down from 864 in 1970-71. Over the thirteen years since the College began operation, the enrolments have varied from a high of 1,185 to 497. Normally, the number enrolled has been slightly in excess of 800. The student body is drawn mainly from the western part of Metropolitan Toronto to Oakville and north to Georgian Bay. The professional staff:student ratio is 1:14.

Staff:
There is a principal, two vice-principals, 34 masters, two librarians, and two librarian technicians on staff at the present time.

Finance:
The Faculty of Education is financed through the normal pattern. Grants are paid to the University on the basis of the weighting for students in education courses and the enrolment. The allocation of financial resources to the Faculty of Education is an internal university operation.

General:

It is understood that York University, in addition to the present operation of the former Lakeshore Teachers' College, is planning a concurrent program, involving an integration of the academic work and professional program, covering a period of time equivalent to that now required for the Bachelor's degree and the certification requirement in the consecutive program. If the concurrent program is introduced for new students in the university in the academic year 1972-73, the first graduates from this program would normally graduate with the Bachelor's degree and the certification requirement in 1976. If no consecutive program is provided during this period, the first entrants to the secondary school teaching force from this program would be ready in 1976.

A program for the education of teachers to serve students who are handicapped is to be developed at York University. This program will ultimately fill a need for the advanced education of professional personnel for Ontario and possibly other provinces. It will be important to concentrate resources, both financial and in terms of qualified personnel, in this one institution for the training of teachers for this field because of the specialized nature of the work, the limited numbers available for enrolment in each specialty, the equipment and technology involved, and the availability of clinical facilities and consultant personnel, which to a considerable extent are concentrated in the Metropolitan area and environs.

COLLEGE OF EDUCATION, BROCK UNIVERSITY

History:

Some ten years ago a site was acquired in the St. Catharines area on which it was intended to erect a new Teachers' College. In the meantime Brock University was established in temporary quarters at the foot of the Niagara escarpment in St. Catharines. Eventually the Teachers' College acquired space in the University's quarters and began operation as a separate entity in 1965. Later, provision was made on the beautiful new university site for the erection by the Department of Public Works of a new Teachers' College with a rated capacity of 430 teachers in training. Occupancy began in September, 1970, with the official opening being held in the spring of 1971. On the latter date it was announced by the Minister of Education that agreement had been reached for the integration of the St. Catharines Teachers' College with Brock University, effective July 1, 1971. The new arrangement resulted in the creation of the College of Education, Brock University, the name by which it is now known.

Accommodation:

The new building adjoining the main buildings of Brock University permits some integrated utilization of facilities with the other divisions and departments of the University. There are eight standard classrooms on the second floor with two additional rooms. In addition, there are special classrooms for art, music, educational television, social studies, audio-visual, etc., to a total of ten rooms. A lecture theatre will accommodate 96 persons. There is a full-size single gymnasium for preparation of teachers for instruction at the elementary school level but it is not large enough for Inter-Varsity competition. There is some bleacher seating. The auditorium is modern in every respect and seats in excess of 500 persons. The library was designed for the maximum enrolment and contains 10,500 volumes. The student lounge will accommodate about 80 students for lunch but the dining facilities for the University as a whole are open to College students. There is a considerable amount of auxiliary and storage space. The rated capacity of the building by itself is for 430 students. The maximum number for whom provision can be made is 500. Beyond the latter enrolment, it would become necessary "to manipulate space".

The enrolment in 1970-71, the first year of occupancy was 322, but the number has dropped to 118 in 1971-72, so that only about 25 per cent rated capacity is being utilized for teacher education.

Enrolment:

The enrolment of 118 in 1971-72 is drawn largely from the City of St. Catharines and the regions of Lincoln and Welland. If St. Catharines is included with Lincoln, approximately half the enrolment comes from each region. All these students commute daily to the College with 30 miles being about the maximum distance travelled. It has not been necessary to provide

any residential accommodation. Of the total enrolment of 118, 80 per cent already hold the Bachelor's degree, the requirement for all candidates for admission in 1973. The professional staff to student ratio is 1:7. If the administrative officials are excluded from the calculation, the ratio is 1:7.9.

Finance:

The total cost of operation of the College in 1970-71, under the Department of Education was $509,003.51 or $87,703.51 in excess of the forecast. Of this sum, $339,676.94 was for salaries and wages. The financial arrangement for the first year of operation under the University is by budget review with the essential funds being provided for operation. In the second year the formula financing provision applies with a weighting of 1.5 per student to the base. The base unit is $1,730 in 1971-72. If this provision had applied in 1971-72, it would have generated 118 × 1.5 × $1,730 = $306,210 for the university which is below actual cost. The reduction from the cost in 1970-71 would be the difference between $509,003 and $306,210 or $202,793 which does not take into account normal increases because of inflation, etc. Obviously, the College of Education, Brock University, with its present enrolment is not a viable unit financially.

General:

In 1971-72, there is an excess capacity of 312 places against a rated capacity of 430 places. With an enrolment of 118, the utilization rate is 27.5 per cent. If the maximum capacity is taken as 500, the rate is reduced still further.

If the College of Education, Brock University, were utilized to capacity, it would become a viable teacher education unit and, at the same time, it would give a greater degree of viability to the operation of Brock University as a whole. It is considered that this new, modern structure should be continued in use but that all possible steps should be taken to ensure the maximum enrolment up to capacity.

FACULTY OF EDUCATION, UNIVERSITY OF WINDSOR

History:
The Windsor Teachers' College began operation in a new building at 600 Third Concession Road, Windsor 21, in 1962. On July 1, 1970, responsibility for the preparation of teachers was transferred to the University of Windsor by agreement between the University and the Department of Education. This change was made in accordance with the policy decision to provide teacher education in the university context as recommended in the *Report of the Minister's Committee on the Training of Elementary School Teachers 1966.*[1]

Accommodation:
The enrolment since the new building was constructed has fluctuated between a high of 494 in the first year of operation, 1962-63, to the present low of 193. The rated capacity is placed at 385 students.

There are five standard classrooms on the first floor and seven on the upper floor, with a library of 10,000 volumes also on the latter floor. The cafeteria seats 198. There is a large double gymnasium and an excellent auditorium capable of seating 520. Provision is made for audio-visual and closed circuit television. The campus is on a site of 14 acres and has provision for over 200 parking places. The building is modern and capable of meeting the requirements for the conduct of a modern teacher education program.

Enrolment:
The enrolment in 1971-72 is 193. The students are drawn largely from the City of Windsor, and the Counties of Essex and Kent with a scattering from adjoining municipalities. The professional staff to student ratio is 1:12.8.

Staff:
There are 15 professional staff members not counting the administration. Two members are away on study leave. A dean has just been appointed to undertake his duties later in 1972.

Finance:
The Faculty of Education receives its funds through regular university channels. Grants are paid on the basis of weighting for students in education courses.

General:
The viability of the Faculty of Education and the possible development of concurrent programs ultimately depend to a large extent on the complete integration of the teacher education unit with the University of Windsor proper on the main campus. The University is itself an historic institution which had a substantial full-time day enrolment of 5,940 in 1970-71, plus a part-time day and evening enrolment of 3,069 in the same academic session. It has programs and facilities which can make significant contributions to the development of mature well-educated teachers.

[1] MacLeod, C. R., (Chm.), *Report of the Minister's Committee on the Training of Elementary School Teachers 1966*, Department of Education, Toronto, 1966.

COMMITTEE ON THE COSTS OF EDUCATION

Staff members

J. R. McCarthy	*Executive Director*
S. Bacsalmasi	*Superintendent of Planning and Development* *York County Board of Education*
F. A. Danna	*Assistant Superintendent of Business and Finance* *Halton County Board of Education*
T. David	*Senior Statistician* *Department of Education*
J. M. Ramsay	*Director of Education* *Simcoe County Board of Education*